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ABSTRACT

The guide presents content and techniques for teaching conversational Italian in the elementary grades. It contains an introductory section and 20 units for classroom instruction. The introduction includes notes on the overall objectives of the course, general guidelines on classroom procedure, and specific techniques for use of the materials included in the guide. The unit topics include: introduction to a new language; greetings, salutations, and farewells; names; classroom commands; the classroom; the days of the week; parts of the body; health and illness; numbers; family and friends; weather, seasons, and months; colors and other adjectives; clothing; animals; snacks; foods; places and transportation; holidays; and other celebrations. The units are designed for kindergarten but also contain information for adaptation for grades 1 and 2. Each unit consists of a list of specific objectives, notes on motivation, a list of necessary materials, procedural notes, a summary, follow-up activities, and additional materials for use with grades 1 and 2. Songs, games, and other activities are included. (MSE)

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Foreword

Many studies, notably the one issued by the President's Commission on Foreign Language and International Studies, and a spate of articles have pointed in recent years to the lamentable lack of genuine foreign language competence in the United States and the deleterious effect this has had on American competition in the international marketplace, in diplomacy and in cultural contacts with other nations. Languages are, after all, important tools for cultural, political and commercial interaction with other peoples as well as for appreciating pluralism in one's own country and in the world. It is therefore in the national interest that there be a large reservoir of citizens who are fluent in languages other than English and who can function in other cultures.

Various proposals have been made for expanding foreign language education. Some have involved a foreign language requirement for high school graduation, others merely a requirement for college-bound students. What has also been proposed is the lengthening of the FLES sequence to include kindergarten and the early grades so that students would be in a stronger position to acquire genuine foreign language competence by the time they leave secondary school.

Traditionally foreign language programs in public schools have been heavily concentrated in the junior and senior high schools. However, it is being recognized that foreign language study, to be effective, should start in the early formative years and be part of the general language development of the child. Children of kindergarten and elementary school age are excellent mimics and enjoy learning a new sound system. They are not self-conscious about pronouncing strange sounds and do not object to repetitions and drills. They are also comfortable with the ideational simplicity which characterizes the early phase of language learning. Language learning is for the young child a natural experience rather than an academic subject which at times conjures up the fears and inhibitions associated with the need for being academically successful.

Children see no essential dichotomy between one language and another, since all sounds and language patterns are part of language development. If they assimilate the sound system and basic language patterns at an early age, they are better prepared for the acquisition of language concepts later and are less apprehensive about language learning in general.

In the last few decades, FLES programs have been introduced throughout the country. These have focused mainly on the upper grades of the elementary school. As a consequence FLES bulletins which have been developed by the State and by the Board of Education are targeted to the upper grades. If indeed a program in foreign languages is to be developed at the early childhood level, appropriate guidelines and specific suggestions should be made available. This bulletin is intended to fill this need.

Contents

Introduction vi
Unit 1: Introduction to a New Language 1
Unit 2: Greetings — Salutations — Farewells 5
Unit 3: Names 9
Unit 4: Classroom Commands 13
Unit 5: The Classroom 15
Unit 6: The Days of the Week 19
Unit 7: Parts of the Body 23
Unit 8: Health and Illness 27
Unit 9: Numbers (Part I) 31
Unit 10: Numbers (Part II) 35
Unit 11: Family and Friends 39
Unit 12: Weather, Seasons, Months 43
Unit 13: Colors and Other Adjectives 49
Unit 14: Clothing 55
Unit 15: Animals 59
Unit 16: The Snack 65
Unit 17: Foods 71
Unit 18: Places and Transportation 77
Unit 19: Holidays 83
Unit 20: Other Celebrations 91

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Introduction

Objectives

A very important objective of language instruction in early childhood is the enjoyment of language learning. The child must enjoy the activities involved in the language learning process. Thus a positive association is established with the acquisition of a language. In addition the basic linguistic objectives are the acquisition of the Italian sound system and of elementary language patterns.

The instructional process aims for an automatic response and a reasonable measure of fluency. No attempt is made at this stage to analyze structural relationships or to use them for manipulating language patterns. By means of a variety of activities the child will also develop, on however elementary a level, an understanding of cultural differences and similarities.

General Notes on Procedure

Foreign language learning in early childhood can be part of general language development. The child becomes aware of various sounds and language patterns without the heavy-handed dichotomy which separates language learning in later years. Thus language learning can be integrated with the experiences of the child in kindergarten and the first two grades. Various units of these grades can be used as a springboard for learning experiences in the foreign language. Specific topics of the all-day kindergarten curriculum bulletin, such as the weather, the family, colors, numbers, clothing, foods, animals and the celebration of holidays can be used for this purpose.

Simple activities, involving repetitions, questions and answers, very brief dialogues and role playing are basic to the methodology at this stage. Simple questions and answers lead to brief dialogues which in turn lead to role playing. To accentuate the experiential nature of the process, foreign language learning is intertwined with routine daily activities. The usual directions of the classroom can now be given in the foreign language. There should be much kinetic activity in a lesson such as the clapping of hands, standing up, sitting down, the shaking of hands, particularly *all'Italiana,* the opening and closing of eyes and the use of Italian body language, when the children, for instance, utter such expressions as *Molto bene* or *Magnifico.*

Audio-visual materials, such as pictures, cut-outs, felt boards, transparencies, records, cassettes and puppets give instruction another dimension. Visual aids allow an association to be established between a foreign expression and an experience rather than between the foreign expression and its English equivalent. Recordings of the lesson can be used to advantage for reinforcement and review. They also allow children to become accustomed to voices other than that of the teacher.

Finally, games and songs which engender a pleasurable atmosphere and provide additional learning experiences should supplement the process. Songs in particular are excellent for ear training and the uninhibited production of foreign sounds and language patterns.

Additional techniques can also be used to heighten interest in language learning. Some of these are culminating activities, the celebration of special events, such as birthdays and holidays and classroom decorations.

Cultural material, an indispensable component of language instruction, is also motivational in effect. The aspects of culture which are closely intertwined with language are those which are part of everyday life, such as customs, traditions, values and modes of behavior. In teaching the foreign language it should be recognized that English words are often not the exact equivalent of Italian translations. Such discrepancies can be the starting point for developing insight into cultural differences.

A display of pictures, posters, maps, stamps, dolls, calendars, coins and menus facilitates the simulation of a foreign atmosphere in the classroom. Children should be encouraged to add to this collection. With their own behavior in terms of gestures, intonation and exclamations teachers can enhance this atmosphere.

In speaking of culture we are, of course, aware of the fact that the Italian-speaking world encompasses a multiplicity of regions with a great variety of customs, traditions and special characteristics. The presentation of culture must be guided by several caveats. It is important to avoid sweeping generalizations and stereotypes, to identify regionalisms and to appreciate the fact that various facets of culture are constantly undergoing change.

Additional Guidelines for the Instructional Process

- The atmosphere of the foreign language classroom should be relaxed, for the acquisition of a foreign language involves not only insight into new concepts but the development of specific skills. There should be no attempt to cover material for the sake of being on schedule, insistence on perfection in pronunciation or excessive use of drills.
- The children proceed at a pace which is natural for them and which leads neither to pressured language acquisition nor to boredom.
- There should be recognition of the fact that language learning is a cumulative process with new insights and language patterns building on previously learned material.
- Choral responses and repetitions are important techniques in language teaching. They not only provide for wide student participation, but also avoid embarrassment and self-consciousness on the part of the more timid child. Choral responses and repetitions give the child ample opportunity to hear and use new language patterns in an impersonal setting and should precede individual responses.
- The presentation of several new topics on the same day should be avoided. The lesson should rather dwell on the acquisition of one particular subject or segment of that subject and its integration into what has been previously learned.
- Pronunciation and intonation are best learned at this stage through mimicry and repetition. Extensive pronunciation drills should be avoided nor should there be stress on perfection. Children in fact take pleasure in repeating sounds which are new and challenging.

- Words and expressions should be taught, whenever possible, in context. The repetition of sentences, question and answer drills, round-robin exercises, dialogues and poems are appropriate vehicles for this purpose.
- Italian should be used almost throughout in the lesson to give the children maximum exposure to the language and develop an Italian language atmosphere in the class. This does not preclude the use of English in certain instances. English might be used to explain an abstract phrase, to deal with a cultural item or to clarify the meaning of a song or poem. It can also be used for "setting the scene" of a dialogue or for motivating a new topic. The total elimination of English in the lesson could be counter-productive.
- Each lesson should be preceded by a warm-up, that is, a review of basic language patterns which had been learned during the term. The warm-up may involve questions on the weather, counting and the date. Besides providing for a review of basic language patterns, the warm-up serves a number of purposes, such as developing a mind set for the new lesson and starting on a note of confidence.
- A lively pace, frequent changes of activity and occasional over-acting enhance the quality of instruction.
- Activities should encourage inter-pupil communication. Dialogues, round-robin drills and role playing can be used for this purpose. The children should be seated, if possible, in a semi-circle so that they can face each other and engage in the activities more naturally.
- Praise should be given frequently and lavishly in order to generate an atmosphere of success and confidence in what the children are doing.

17

Teaching of the Unit

Except in the case of Unit 1 which might require only two lessons, two weeks should be devoted to the teaching of each unit. The ability of each particular class to assimilate the new material will determine how many units are covered each year and how much material within the unit will be presented.

Twenty units have been provided for the year. However, teachers need not feel pressured to cover all units. To develop an atmosphere of spontaneity teachers should familiarize themselves with the content of all units so that they can draw upon them whenever it might be appropriate. Thus, if a child is sick, the teacher might draw on Unit 8 and say: "Dov'è Giovanni? Ah, è assente. Giovanni è malato? Poverino Giovanni."

Since all instruction in kindergarten and grades 1 and 2 proceeds on a spiral basis, the twenty units designed for kindergarten will be used as a basis for additional learnings in grades 1 and 2. The new vocabulary, songs and games of grades 1 and 2 will provide the children with a new experience while the review of the original units will facilitate the retention of previously learned material.

Each unit of the bulletin suggests a lesson plan for the first lesson of the unit. Under the heading of *follow-up* various activities are suggested which might be used in subsequent lessons. These additional activities are to serve as guides for the teacher's own creative ideas for expanding or enriching the unit. Each lesson should be broken up with a change of pace activity, such as a song, a poem, a game or a tape. A high level of reentry of vocabulary and language expressions can be achieved by means of warm-ups and reviews and the reintroduction of vocabulary, whenever it is situationally appropriate.

Specific Techniques

The Brief Dialogue or Question-and-Answer Sequence

The dialogues and question-and-answer sequences should be very brief and capable of being assimilated easily. They not only facilitate auditory comprehension and the development of speaking skills, but they also inject fun into the lesson. The presentation of dialogues or question-and-answer sequences should be done with a maximum of dramatic effect. Given the rather meager content of the dialogue, the children will respond to the humor which arises from the paradox of the exaggerated presentation and the limited content of the dialogue.

Puppets can be used to great advantage in the dialogues. Puppets become in effect extensions of the class. It is advisable to vary the voices of the puppets: Gino's voice is gruff; Maria's voice is high pitched and the third voice might have an ordinary conversational tone.

The teacher first presents a résumé of the dialogue in English and then repeats it two or three times in Italian, using puppets, if possible. The children merely listen. The whole class then repeats it line by line in Italian after the teacher.

The teacher plays one role; the class assumes the other. The roles are then reversed. Half of the class assumes one role; the other half the other. Roles are again reversed. A similar procedure is followed with individual children.

To heighten interest in the dialogue it is possible to present them as actual stage presentations. The teacher raises both arms in an outward circular motion to signify that the curtain is open, *il sipario è aperto.* At the conclusion of the dialogue, the teacher makes a similar gesture, only this time the circular motion is inward and down to signify that the curtain is closed, *il sipario è chiuso.* The children should join in this closing gesture. They should also be taught how to show approval of a performance not only by means of applause, but also by calling *Bravi!, Ancora!,* and *Magnifico!*

Poems

Poems are also excellent for ear training. They need not be great literary creations; a simple two-line or four-line verse will do. In writing these verses teachers should relate them to the topic at hand. After summarizing the meaning of the poem, the teacher recites it several times in Italian. The children then learn it line by line. Examples of such verses are as follows:

Family:

La mia famiglia è carina
Mamma, papà e la sorellina.

Weather:

È lunedì, il tempo è bello.
Puoi lasciare a casa l'ombrello.

Health:

Come stai stamattina?
Ho mal di testa. Poverina.

Come stai amico ardito?
Oggi mi fa male il dito.

Amico mio, vogliamo giocare?
Vai via, non ti voglio ascoltare.

Come stai, amico mio?
Sto bene, grazie; addio.

School:

Vado a scuola il lunedì,
Il martedì ed il mercoledì
Vado a scuola il giovedì
Come anche il venerdì.

Mi piace la maestra
È sempre molto carina.
Apre la finestra
Quando arriva la mattina."

Dov'è il libro?
È qui vicino.
È grande il libro?
No, è piccino.

Friends:

Maria Rossi è un'amica mia
S'assomiglia a mia zia.

Pierino è un gran ragazzo.
E sembra un enorme pupazzo.

Songs

Songs like poems are also excellent for ear training and the development of good pronunciation. Songs are presented in a manner similar to that which is used for poems. The children hear the song several times and then learn to sing it line by line. Songs are not to be taught in excess in any one period. Records and tapes are also to be used to advantage. Appropriate songs are listed in various units. There is also a summary of suggested songs in the appendix.

Backward Build-Up

Sentences which seem too long for the initial phase of language learning can be taught best by backward build-up. The question *Qual'è la data di oggi?* can be broken up into the following parts and taught consecutively: *di oggi, la data, qual'è.*

Program

What is of particular importance in the administration of the program is continuity of instruction. Lessons should therefore be scheduled at least three times a week. Each lesson should be about 15-20 minutes in length. The duration of each lesson should be guided, of course, by the attention span and the interest of the group. To assure retention of the new material, children might be asked to select a buddy with whom they could repeat the new language patterns and dialogues. There should always be flexibility in the attainment of goals. For some children even a modicum of success would be cause for celebration. The children should see themselves as successful learners.

Parents should be advised of the rationale of language learning at this stage, of its goals and procedures so that they could be part of the instructional program. They can assist by encouraging language learning, listening to the child's recitation of a poem or dialogue and praising the child's accomplishments.

Unit I: Introduction to a New Language

Objectives

- To make children aware of Italian and the cities (places) in which it is spoken.
- To make children aware of languages other than their own.

Motivation

1. The teacher enters the classroom greeting the children with a cheerful "Buongiorno, ragazzi e ragazze (classe)."
2. The teacher shakes the hand of several children, saying "Buongiorno, (name of child)." Children are prompted to answer, "Buongiorno Signora (Signorina, Signore)."
3. The teacher tells a story with dramatic gestures about some American children who fly over the ocean to another country. The young American visitors do not understand the language and therefore can not order food in a restaurant or buy toys. They decide that when they return to their own United States they will learn that beautiful language called Italian. The next time they cross the big ocean and visit Italy, they will be able to order the wonderful Italian food and buy Italian toys.

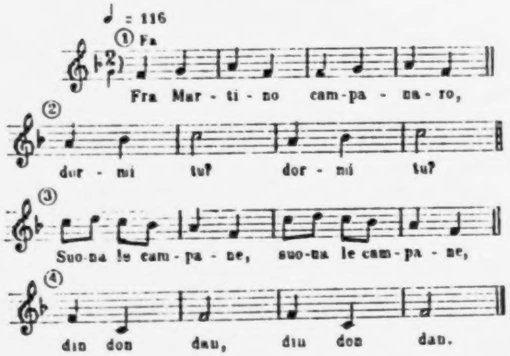
Procedure

1. The children are questioned about the story:
   a. What country did the American children visit?
   b. How did they get there?
   c. Why couldn't they buy toys?
   d. What language did the people speak in Italy?
   e. Would you like to learn to speak Italian?
2. "Teacher says: Would you like to hear an Italian song? It is called *Fra Martino.* That means 'Brother Martin' in English. Repeat after me: 'Fra Martino.'" The teacher now plays the record or tape.

The teacher introduces two puppets to the children and says: "Here is Pietro and here is Maria. They are going to help me teach you Italian. Now they are going to put on a little Italian show for you. Of course, you won't understand them yet, but some day you'll not only understand them, but you will also be able to speak like them. Would you like that?" The teacher acts out dramatically the following dialogue:

Maria:	Buongiorno, signore.
Pietro:	Buongiorno, signorina.
Maria:	Come ti chiami?
Pietro:	Io mi chiamo Pietro, e tu?
Maria:	Io mi chiamo Maria.
Pietro:	Come stai, Maria?
Maria:	Bene, grazie, e tu?
Pietro:	Io mi sento male. (His voice is hoarse and he acts sick.)
Maria:	Ah!, povero Pietro! (She pats Pietro's head.) Che peccato!
Pietro:	Arrivederci, Maria.
Maria:	Arrivederci, Pietro.

Fra' Martino


♩ = 116
①
Fra Mar - ti - no cam-pa - na - ro,
②
dor - mi tu? dor - mi tu?
③
Suo-na le cam - pa - ne, suo-na le cam - pa - ne,
④
din don dan, din don dan.

Summary

1. The teacher asks the following questions:
   a. Would you like to go to Italy?
   b. What language would you hear there?
   c. Do you want to learn Italian?
2. Before leaving the classroom, the teacher says "Arrivederci, ragazzi e ragazze (classe)." She encourages the children to answer with "Arrivederci, Signora (Signorina, Signore)."

Follow-Up

1. The teacher says: "Now you know how Italian people speak. Would you like to see pictures of the cities where the Italian language is spoken?" The teacher shows pictures of cities where Italian is spoken. They are of the kind that would be of interest to young children.
2. The teacher says: "Today, we are going to learn how to say our first word in Italian. That word is 'Hello.'" The teacher starts a round robin of "Ciao" giving each child a firm handshake. The children continue the round robin.

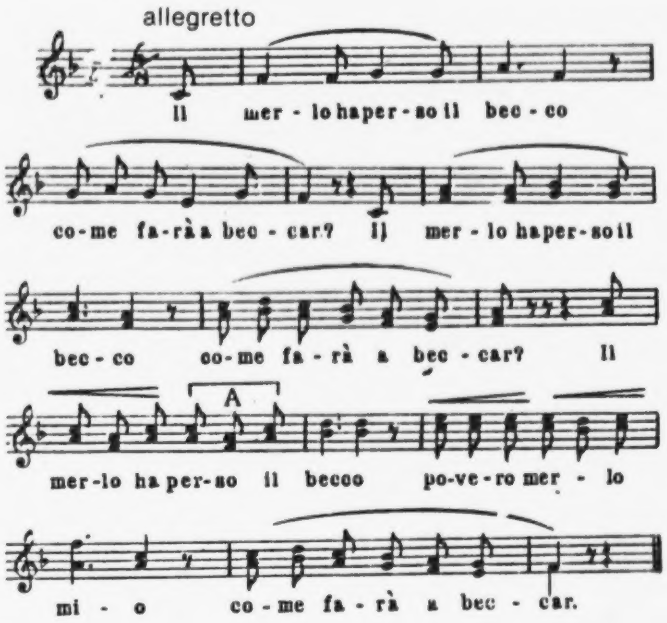
3. The teacher presents the song *Povero Merlo.*

Povero Merlo

Il merlo ha perso il becco,
come farà a beccar?
Il merlo ha perso i denti,
come farà a mangiar?
Il merlo ha perso la lingua,
come farà a cantar?
Il merlo ha perso il naso,
come farà a nasar?
Il merlo ha perso gli occhi,
come farà a veder?

Il merlo ha perso le orecchie,
come farà a sentir?
Il merlo ha perso un'ala,
come farà a volar?
Il merlo ha perso l'altr'ala,
come farà a volar?
Il merlo ha perso le zampe,
come farà a saltar?
Il merlo ha perso la coda,
come farà a covar?

POVERO MERLO


allegretto
Il mer - lo ha per - so il bec - co
co - me fa - rà a bec - car? Il mer - lo ha per - so il
bec - co co - me fa - rà a bec - car? Il
A
mer - lo ha per - so il becco po - ve - ro mer - lo
mi - o co - me fa - rà a bec - car.

Il merlo ha perso i denti - come farà a mangiar?
» » » la lingua - » » a cantar?
» » » il naso - » » a nasar?
» » » gli occhi - » » a veder?
» » » le orecchie - » » a sentir?
» » » un'ala - » » a volar?
» » » l'altr'ala - » » a volar?
» » » le zampe - » » a saltar?
» » » la coda - » » a covar?

4. As the course progresses, Italian culture is taught incidentally. The children are exposed to various cultural items, as their pertinence to a particular topic becomes evident.

   Examples: When children are working on the topic *toys*, pictures of Italian dolls of different periods might be shown to them. Discuss how the doll's clothes differ from those worn today.

   The topic *foods* would be a good time to introduce the children to pizza, lasagna, ravioli, minestrone, spaghetti alle vongole, abbacchio alla romana, pollo alla cacciatora, risotto alla milanese, tortellini di Bologna, pasta con le sarde, etc.

   Places will lead to places of interest to children in Italy, e.g., Piazza Navona in Rome, where during the Christmas season children shop for toys.

Unit 2: Greetings — Salutations — Farewells

Objectives

The children will
- be able to greet each other with "Buongiorno."
- ask each other how they are with "Come stai?"
- respond to "Come stai?" with "Molto bene."
- expand "Molto bene?" to "Molto bene, grazie, e tu?"
- know when to use *per piacere, grazie, no, sì* and *arrivederci.*
- be aware of the difference between *signora, signorina,* and *signore.*

Motivation

The teacher enters the room greeting the class with "Buongiorno, ragazzi e ragazze (classe)," and then enthusiastically shakes the hands of some children saying "Buongiorno (name of child)." If the child's name has no Italian equivalent, pronounce his/her name with an Italian accent.

Procedures

1. The teacher says *Buongiorno,* (name) to several children and prompts them to say, "Buongiorno, signora (signorina, signore)."
2. *Buongiorno* is repeated chorally.
3. Follow this up with, "Buongiorno, (name of teacher)."
4. Children greet each other in round-robin fashion.
5. The puppets engage in the following dialogue:

   Buongiorno, Anna.
   Buongiorno, Carlo.
   Come stai?
   Molto bene, grazie. E tu?
   Molto bene, grazie.

6. A puppet will ask several children the question "Come stai?" and prompt each child to say "Molto bene, grazie. E tu?" The puppet will answer "Molte bene, grazie."
7. After using *sì* and *no* during the lesson, play with the children the *sì, no* game which is explained in the follow-up section of this unit.

   Encourage children to speak very loudly with "Più forte, per piacere." Indicate with gestures what you want them to do. Use words of praise constantly, such as *formidabile, magnifico, molto bene.* Encourage children to emulate the teacher with the body language that accompanies praise by having them lift their hands and shoulders when saying "Formidabile."

   Say frequently "Alzatevi, per piacere" or "Sedetevi, per piacere," when children recite individually. Follow this up with "Grazie, è formidabile."

Summary

1. Volunteers use puppets to do the dialogue shown above with teacher's guidance and encouragement. Since the children will not have mastered the dialogue as yet they will repeat after the teacher.
2. The teacher leaves the class with "Arrivederci, ragazzi e ragazze" and encourages them to respond with "Arrivederci, Signora (Signorina, Signore)."

Follow-Up

1. In the follow-up lessons, the teacher provides for the reentry of the material learned previously.
2. The dialogue will be perfected by the end of the unit.

3. Include the following words and expressions in this unit:

   buongiorno
   arrivederci
   per piacere (ripetete, per piacere; più forte, per piacere; alzatevi, per piacere)
   grazie
   come stai?
   molto bene. E tu?
   no
   signora
   signorina
   signore

4. **Games**

   Sì-No

   After clarifying the meaning of *sì* and *no*, a child playing teacher stands before the class and elicits with the movement of her/his head a *sì* or *no* response. The children take turns being "teacher."

   Signora, Signorina, Signore

   A child will point to a picture of a woman, girl pupils or boy pupils (this can be done "live"). The class calls out the correct title for that person. Speed is what makes this an exciting activity.

   Variation of Signora, Signorina, Signore

   A child (or the teacher) will say: "Signorina" and all girls stand up quickly. When she says "Signore," the boys stand. Quick reaction indicates immediate comprehension. When the child says: "Signora," no one stands. This can be turned into a team game with the side that has 100% correct reactions getting a point.

5. **Poem**

   Io Sono Educato

   Dico per piacere,
   grazie e buongiorno.
   Dico arrivederci
   prima che ritorno.

Additional Material for Grade 1

1. The dialogue taught in kindergarten is extended to the following:

   Buongiorno, amico mio.
   Buongiorno, Roberto.
   Come stai oggi?
   Così così.
   Che hai?
   Ho un mal di gola.
   Che peccato!
   E tu come stai?
   Non c'è male, grazie.
   Io sto molto bene.
   Arrivederci presto.

   Teach the above material using the procedures outlined for kindergarten. Do not hesitate to draw on other units if the occasion arises.

2. Use the following commands:

   Alzatevi
   Sedetevi
   Toccatevi la testa, i capelli, gli occhi, la bocca, il naso, il collo
   Mostratemi la testa, i capelli, etc. (pupils' response: ecco la testa, etc.)
   Aprite la bocca
   Chiudete la bocca
   Chiudete gli occhi
   Guardate verso la porta, la finestra, la lavagna, etc.
   Guardate a destra, a sinistra.

3. **Game**

   Do the above as a Simon Says game.

4. **Song**

   To the tune of *Mary Had a Little Lamb:*

   Come stai, amico mio, amico mio, amico mio?
   Come stai amico mio?
   Bene, grazie, e tu?

5. **Poems**
    a. Come stai, mio caro amichetto?
    ooh la la — mi fa male il petto.
    b. Review poem *Io Sono Educato*

Additional Material for Grade 2

1. Expand the dialogues of kindergarten and Grade 1 to include the following additional vocabulary and expressions:

Come sta, Signora, Signorina, Signore?
(Io) non sto affatto bene.
Cosa ha, Signora?
Mi fa male la testa.
Mi fa male il naso.
Mi fa male il piede (Mi fanno male i piedi)
Va dal dottore?
Sì, oggi.
Tanti auguri. Arrivederci.

2. Add the following commands:

Battete le mani.
Battete i piedi.
Girate a destra.
Girate a sinistra.
Andate verso la finestra (call on two children).
Andate verso la porta (call on two children).
Aprite la porta. Chiudete la porta.

The *voi* form is used for more than one person.

3. **Poem**

Perchè tu non vai a scuola?
Mi fanno male le mani.
Ti lascio; il tempo vola.
Arrivederci a domani.

4. **Songs**

Review the songs taught in kindergarten and Grade 1.

Unit 3: Names

Objectives

Children will be able to

- ask another child for his/her name in Italian
- respond to the question *Come ti chiami (tu)?*
- recognize the following words and phrases: *la maestra, il maestro, un ragazzo, una ragazza, i miei alunni, io sono, voi siete*

Motivation

1. Using the puppets the teacher reviews the dialogue of the previous lesson and then extends it to include the new material:

   Come ti chiami?
   Io mi chiamo — e tu?

2. The teacher sings the following song to the tune of *Frère Jacques*:

   Io mi chiamo Carlo Bono.
   Dimmi tu? Dimmi tu?
   Come tu ti chiami? Come tu ti chiami?
   Dillo a me. Dillo a me.

   The teacher asks the children whether they would like to learn that song.

Materials

Tape recorder and tape of the new material and the song *Io mi chiamo Carlo Bono.*

Procedure

1. The teacher points to herself after the motivation with the puppets and the song and says: "Io sono la maestra." She now points to the class and says: "Voi siete i miei alunni." The teacher continues with: "Io sono la maestra e (io) mi chiamo Signora (Signorina, Signor) (name)."
2. The teacher walks around the room saying to a number of children: "Tu ti chiami Paolo, tu ti chiami Filippo, tu ti chiami Maria."
3. The teacher says to a few children: "Io mi chiamo Signora (Signorina, Signor) (name). E tu, come ti chiami?" After a while a child starts the ball rolling with the response *Io mi chiamo* _______. The teacher enthusiastically utters words of praise and continues with the question.
4. The question and answer are repeated in chorus.

Summary

The class engages in a two-minute round robin of *Come ti chiami tu?* and the answer *Io mi chiamo . . .* Immediate assistance is given, whenever necessary.

Follow-Up

1. Daily warm-ups containing previously learned material are used.
2. The teacher introduces again the song *Frère Jacques* by letting the children hear the song several times. This is repeated during the follow-up lessons of the unit.
3. The teacher continues saying to the class: "Io sono la maestra. Voi siete i miei alunni. Io sono la Signora (Signorina, Signor) . . ." This will preface a round robin of "Come ti chiami tu?" and "Io mi chiamo . . . "
4. Words of praise are added to those the children already know:

   Formidabile!
   Magnifico!
   Eccellente!
   Molto bene!

   The children are encouraged to use these expressions on signal.

5. The children hear an expanded dialogue throughout the follow-up period. Volunteers act it out with puppets.

   Paolo: Buongiorno.
   Lisa: Buongiorno.
   Paolo: Come ti chiami?
   Lisa: Io mi chiamo Lisa. E tu?
   Paolo: Io mi chiamo Paolo.
   Lisa: Come stai, Paolo?
   Paolo: Molto bene, grazie, e tu?
   Lisa: Molto bene, grazie.
   Paolo: Arrivederci, Lisa.
   Lisa: Arrivederci, Paolo.

6. **Games**

   Come ti chiami? Come stai?

   One child calls on another with one of the two questions. The child who answers it correctly will call on another child with a question and so on.

7. **Poems**

   Io mi chiamo Mariannina.
   Io sono una ragazza assai carina.

   Io mi chiamo Giovannino.
   Io sono un bel ragazzo piccolino.

   Teach the expressions *una ragazza* and *un ragazzo* before teaching the poem.

8. **Song**

   The song *Io mi chiamo Carlo Bono* is taught intensively.

Additional Material for Grade 1

1. The vocabulary and expressions taught in kindergarten are reviewed.
2. The following are additional questions and responses:

   a. Come ti chiami tu?
   Io mi chiamo . . . e tu?

   b. Come si chiama egli?
   Egli si chiama . . .

   c. Come si chiama ella?
   Ella si chiama . . .

   d. Si chiama ella Maria?
   No, ella si chiama . . .

   e. Si chiama egli Giovanni?
   No, egli si chiama . . .

3. **Games**

   a. *Simone Dice* is played with commands that have been reviewed and newly introduced.

   b. *Egli si chiama — Ella si chiama*

   Children bring in pictures of boys and girls. The pictures are put into a shopping bag or box. The class is divided into two teams. One child of each team picks a picture and says either *Egli si chiama* . . . or *Ella si chiama* . . . adding a suitable name. The team that uses the correct pronoun more often wins.

Additional Material for Grade 2

1. Review of language patterns, vocabulary and expressions taught in kindergarten and Grade 1.
2. Teach the concept of choice questions:

   Ti chiami Maria o Gina?
   Ti chiami Carlo o Pietro?
   Ti chiami Lisa o Gino?

3. Introduce questions relating to names of members of the family and animals:
   a. Come si chiama tua madre?
      . . . tuo padre?
      . . . tua sorella?
      . . . tuo fratello?

   b. *Hai (tu) un cane?* If the answer is *sì*, ask the question *Come si chiama (esso)?*

   c. Repeat the exercise shown above with all animals learned in kindergarten and Grade 1.

      Of course, there will be much laughter when a child is asked *Hai (tu) un elefante?*

   d. In connection with the exercise shown in b and c, the response *Sì* can be expanded to *Sì, (io) ho un cane* or *No, (io) non ho un cane.*

4. **Games**
   a. *Simone Dice*
   b. Variations of *Egli* or *Ella si chiama*. Place the printed names of all children in a box. Each child gets a turn at picking out a name, reading it and saying *Egli si chiama* or *Ella si chiama*. This also can become a team game.

Unit 4: Classroom Commands

Objective

The children will be able to respond automatically to classroom commands and instructions.

Motivation

The teacher plays the game *Simon Says* in English using the commands they will ultimately learn in Italian, such as stand up, sit down, touch your head, clap hands and open your mouth. The teacher then asks the children if they would like to learn to play the game in Italian.

Materials

Tape recorder
Tape of commands used in the lesson

Procedures

1. In the warm-up previously learned material, such as *Buongiorno, ragazzi e ragazze (classe), come state? Come ti chiami?* are reviewed.
2. The teacher reviews the commands *Alzatevi, per piacere!* and *Sedetevi, per piacere!* The children repeat the commands in chorus.
3. The teacher presents a new command by clapping her hands and saying: *Battete le mani, per piacere.*
4. Choral repetition of the three commands follows. Individual children give the three commands to their classmates.

Summary

The children play the game *Simone Dice,* using only the three commands.

Follow-Up

1. The game *Simone Dice* or *Per Piacere* is continued. The teacher adds one new command a day:
   a. Mostratemi la testa.
   b. Mostratemi la bocca.
   c. Mostratemi il naso.
   d. Aprite la bocca.
   e. Chiudete la bocca.
   f. Guardate a destra. Guardate a sinistra.
2. **Game**
   a. *Simone Dice:* As in the English game, the children respond to the command only when it is prefaced by *Simone dice.*
   b. *Per Piacere:* This is played as *Simone Dice* except that if the command is not followed by *per piacere,* the children do not obey the command.
3. **Poem**

   A destra!
   A sinistra!
   In piedi!
   Seduti!
   È formidabile!
   Si! Si! Si!

Additional Material for Grade 1

1. The teacher reviews the songs, games and poems taught in unit 4 in kindergarten.
2. The following commands are added:
    a. Andate verso la porta!
    b. Aprite la porta!
    c. Chiudete la porta!
    d. Girate a destra!
    e. Girate a sinistra!
    f. Guardate verso la finestra, la porta, etc.
    g. Mostratemi la lavagna, etc.
    h. Cantate (name of song)!
3. **Game**

    Giuoco dei Comandi

    Divide the class into two teams. A child from one team gives a command to a child of the other team. The expression *per piacere* must be used after the command. If the child responds correctly, his/her team scores a point.

Additional Material for Grade 2

1. The teacher reviews the commands, songs, games, poems of kindergarten and Grade 1.
2. Additional commands are as follows:
    a. Prendete il quaderno.
    b. Date il quaderno a Maria.
    c. Andate alla lavagna.
    d. Scrivete il vostro nome.
    e. Cancellate la lavagna.
    f. Tornate al vostro posto.
3. **Game** — Same as in Grade 1 with expanded commands.

Unit 5: The Classroom

Objectives

The children will be able to
- identify objects and people associated with the classroom
- respond to the question *Cos'è questo?*

Motivation

The teacher points to objects in the classroom and asks the question in English: "What is this?" After a short drill in English, the teacher picks up a pencil and says in Italian: "Una matita." This is repeated by the pupils several times. Finally the teacher says: "Cos'è questo?" and waits for at least one child to say: "Una matita." If no child in the class responds, the teacher uses the puppets to ask and answer the question. The children then respond to "Cos'è questo?" Now the teacher tells the children that they are going to learn how to say other words in Italian.

Materials

Puppets
Tape recorder
Tape of classroom vocabulary
Large picture of a classroom

Procedures

1. The warm-up includes a review of greetings, names and commands.
2. The teacher points to a picture of a classroom or to the classroom itself and says: "L'aula." The pupils repeat this several times in chorus and then individually. The puppets are then introduced. One points to the picture saying: "Cos'è questo?" and the other responds with: "L'aula." The first puppet counters with: "È formidabile." The question is then directed to the children.
3. The above procedure is repeated with *il quaderno, la penna, la lavagna.*

Summary

A child plays teacher and pointing to the four objects asks: "Cos'è questo?"

Follow-up

1. The following words will be added to those taught in the first lesson:

   la porta
   la finestra
   la sedia
   la tavola
   il ragazzo
   la ragazza
   la maestra
   il maestro
   ecco
   dov'è?

2. The teacher uses the same procedure in teaching the new vocabulary as was used in the first lesson. Not more than two or three words should be taught in one lesson.
3. The teacher introduces *Dov'è?* and *ecco* in preparation for presenting the poem *Ecco la Matita.* The teacher asks the puppet: "Dov'è la matita?" and the puppet answers: "Ecco la matita." The children engage in a brief drill using the four objects learned the first day of the unit.
4. **Poem**

   Dov'è la Matita?

   Dov'è la matita?
   Ecco la matita.
   È grande la matita?
   No. La matita è piccola.

5. **Game**

   The teacher asks the children to bring in pictures of the classroom objects they can say in Italian. Pictures are put in a bag. A child picks out a picture and asks the class *Cos'è questo?* The volunteer who gives the correct answer has a chance to pick out a picture.

6. **Songs**

   The songs learned in previous units are reviewed.

Additional Material for Grade 1

1. The teacher reviews all the classroom vocabulary taught in Unit 5 in kindergarten using the questions *Cos'è questo?* and *Dov'è . . . ?*
2. The teacher introduces again the poem and game shown in items 4 and 5 of the follow-up.
3. The vocabulary includes the following:

   il soffitto
   il pavimento
   la parete
   sopra
   sotto

4. The teacher presents the concept of *sopra* and *sotto* holding an object on or under a table saying at the same time "Il quaderno è sopra la tavola" or "Il quaderno è sotto la tavola." Several objects are used in this manner and choral repetition follows the presentation of each sentence. Individual responses which are elicited after the choral repetitions are checked for accuracy in the right pronunciation.
5. Puppets are used to answer the question *Dov'è . . . ?* Choral and individual answers by children follow.
6. **Game**

   A child is given an object. He/she is told to put it either on or under the table. His neighbor is then asked: "Dov'è il . . . ?" The child who answers the question correctly takes the object and continues the game by asking the next child the same question.

7. **Poem**

   Dov'è il Libro?
   new vocabulary: piccolo, grande, ecco

   Dov'è il libro?
   Ecco il libro.
   È grande il libro?
   No, il libro è piccolo.

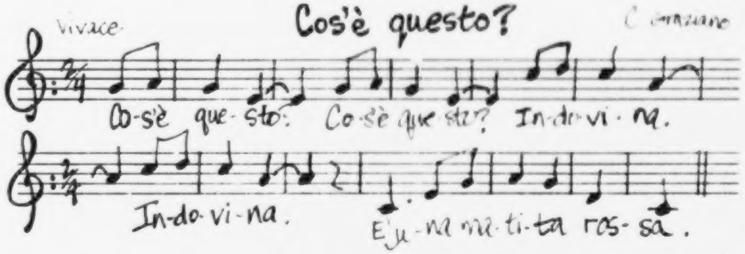
8. **Song**

   Cos'è Questo? Cos'è Questo?

   Cos'è questo? Cos'è questo?
   Indovina. Indovina.
   Cos'è questo? Cos'è questo?
   È una matita rossa.

   Repeat changing last sentence to:

   È un quaderno giallo.
   È un libro verde.


Vivace
Cos'è questo?
Co-sè que-sto: Co-sè que-sto? In-do-vi-na.
In-do-vi-na. E'u-na ma-ti-ta ros-sa.

Additional Material for Grade 2

1. The teacher reviews the expressions taught in Unit 5 in kindergarten and Grade 1.
2. The teacher reviews the use of *sopra* and *sotto*.
3. *Davanti* and *dietro* are introduced by means of the methodology used in Grade 1.
4. After the use of the four prepositions has been mastered, *dentro* may be presented.
5. The following new vocabulary is taught:

    (noi) cantiamo
    (noi) guardiamo
    (noi) impariamo
    in alto
    i banchi
    una carta
    sono

    Hai tu . . . ?
    Io ho . . .
    un, una, i
    Io sono
    Io parlo
    italiano
    inglese

6. **Procedure for Teaching *Hai tu . . . ?* and *Io ho . . .***

    One puppet asks another: "Hai tu una matita?" The other puppet has a pencil between its hands and answers: "Si, io ho una matita." Classroom objects are given to several children and they are asked the same question, *Hai tu una matita?* The first few children may require assistance with the answer. After this procedure has been well established, a round robin exercise might be used. One child asks another whether it has a pencil or another object.

7. **Game**

    Unlined sheets of paper are divided into four parts. In each area a classroom object which the children have learned in kindergarten and Grade 1 is drawn. About 16 drawings will probably be needed. These are xeroxed so that each child will have at least two drawings. The pictures are distributed after the class has been divided into teams. A child shows the pictures to children of his or her team and says: "Cos'è questo?" If a child answers correctly, a point is scored. It is now the turn of the child on the other team and thus the game continues until all children have had a turn.

Unit 6: The Days of the Week

Objectives

Children will be able to

- name the days of the week
- respond to the question *Che giorno è oggi?*

Motivation

1. The teacher points to each day of the week on the English calendar and elicits the days from children in English.
2. The teacher shows the children two calendars, one in English, the other in Italian, and says: "This calendar tells you the days of the week in English and that one tells you the days of the week in Italian. You already know all the days of the week in English. How would you like to say the days in Italian?"

Materials

Two calendars, Italian and English
Picture of a school
Tape of the days of the week and of other materials taught
Puppet

Procedure

1. After the children have indicated that they know the days of the week in English, the teacher points to Monday on the English calendar and then on the Italian calendar and says: "Lunedì." The teacher continues this procedure for the other days of the week. During this procedure the children merely listen.
2. The teacher holds up a puppet and asks it pointing to Monday: "Che giorno è oggi?" The puppet answers: "Lunedì." The teacher continues with this procedure until the pupils have heard the question and answer several times.
3. Now the teacher practices the days by means of choral and individual repetitions. Saying the days in rhythm will aid the memory.

   Lunedì, martedì, mercoledì
   Lunedì, martedì, mercoledì
   E poi viene giovedì
   Venerdì, sabato
   Venerdì, sabato
   E quindi domenica.
4. The teacher now points to each day on the calendar and asks the class: "Che giorno è oggi?" The teacher elicits the group response: "Oggi è lunedì (martedì, mercoledì, etc.)"
5. In teaching children to say the question *Che giorno è oggi?*, it is best to break it up into parts, namely, *oggi, è, giorno, che, che giorno,* and finally *che giorno è.*
6. Individual responses are now elicited to the question *Che giorno è oggi?*

Summary

The puppet asks volunteers to say the days of the week in order.

Follow-Up

1. The following new vocabulary and expressions are introduced:

   Dove vai?
   Io vado . . .
   ed anche
2. The days of the week are reviewed every day with the calendar as the starting point. The teacher points to a particular day and asks the question *Che giorno è oggi?*

3. There are daily choral recitations of the days of the week. These are done in rhythm and in song.
4. In a round robin exercise each child asks another child *Che giorno è oggi?* The child who responds starts with the first school day. Each succeeding child gives the next day.
5. The teacher presents the following dialogue:

   Buongiorno.
   Buongiorno.
   Come stai?
   Bene, grazie.
   Io vado a scuola.
   A scuola? Che giorno è oggi?
   Oggi è lunedì.
   Ah, già, lunedì. Arrivederci.

6. **Poem**

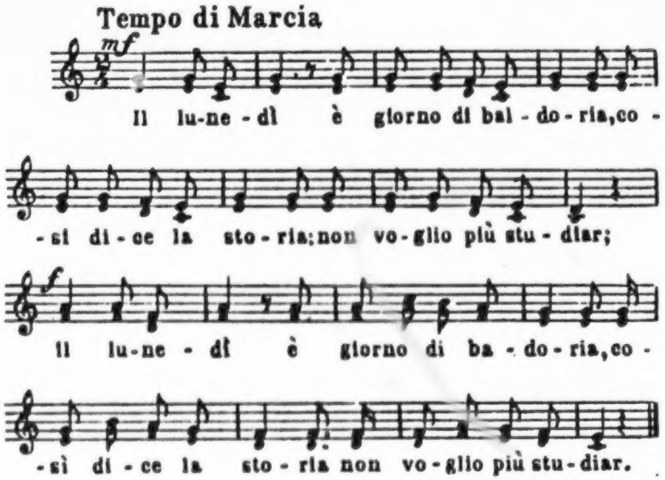
   Io vado a scuola il lunedì
   il martedì e il mercoledì.
   Io vado a scuola il giovedì
   ed anche il venerdì.

7. **Song**

   La settimana dello studente

8. Each child selects a day of the week. A child asks another child *Come ti chiami?* and the child answers, *Io mi chiamo* (whatever day the child selected). The child that gives his/her real name is out of the game.

LA SETTIMANA DELLO STUDENTE


Tempo di Marcia
mf
Il lu-ne - dì è giorno di bal - do - ria,co -
- sì di - ce la sto - ria; non vo - glio più stu - diar;
f
Il lu-ne - dì è giorno di ba - do - ria,co -
- sì di - ce la sto - ria non vo - glio più stu - diar.

Additional Material for Grade 1

1. The teacher reviews the vocabulary and the expressions taught in kindergarten stressing the days of the week and the two following questions:
   a. Che giorno è oggi? Oggi è . . .
   b. Dove vai? (Io) vado a scuola.

2. The teacher introduces new vocabulary that will vary the answers to the question *Dove vai?* and that will enrich the dialogue learned in kindergarten:

   in chiesa
   al cinema
   al parco
   (Io) resto a casa
   (Io) non mi sento bene
   a domani
   Che peccato!
   Come stai?
   Non troppo bene.

3. The dialogue taught in kindergarten is extended:

   Buongiorno, Carlo.
   Buongiorno, Anna.
   Come stai, Carlo?
   Non troppo bene, Anna.
   Vai a scuola oggi?
   No, oggi non vado a scuola. Non mi sento bene.
   Che peccato!
   Arrivederci a domani.

4. The following questions and answers are practiced for mastery:
   a. Dove vai il lunedì? Il lunedì vado a scuola.
   b. Dove vai la domenica? La domenica vado in chiesa. La domenica resto a casa.
   c. Dove vai il sabato? Il sabato vado al cinema.

5. **Poem**

   In preparation for the poem the teacher reviews the expressions relating to weather.

   Lunedì il tempo è bello.
   Martedì porto l'ombrello.
   Mercoledì a casa resto.
   Giovedì son mesto mesto.
   Venerdì fa freddo e piove.
   Fiocca Sabato, sai dove?
   Ma bel tempo già la sera
   per Domenica si spera.

6. **Game**

   Indovina! Indovina!

   The class is divided into two teams. A child from each team stands near the calendar. The child from team A points to a day of the week and a child from his/her team answers the question *Che giorno è oggi?* The child with its back to the calendar has three chances to guess the right day. If the child names the right day, his/her team scores a point and the other team selects a child to answer the question. If the child from A team does **not** guess correctly after naming three days, the other team scores.

Additional Material for Grade 2

1. The material taught in kindergarten and Grade 1, including dialogues, songs and poems is reviewed.
2. The following new words and expressions are introduced:

   domani
   ieri
   il mio compagno
   al circo
   al negozio
   non c'è male
   con
   Lei sta bene?
   Lui sta bene?
   Che fortuna!
   Noi andiamo
   Bene!
   (Tu) hai ragione
   incomincia la scuola

3. The dialogues taught previously are extended to include as much of the following dialogue as the children can absorb without difficulty. Sentences can be eliminated without affecting the continuity of the dialogue.

   Buongiorno, amico mio.
   Buongiorno, compagno mio.
   Come stai?
   Molto bene, grazie, e tu?
   Non c'è male, grazie.
   E tua madre? Sta bene?
   Sì, molto bene, grazie.
   E il tuo cane sta bene?
   Così così.

Dove vai sabato?
(Io) vado al circo.
E domenica dove vai?
Domenica vado al parco con la mia famiglia.
E lunedì?
Lunedì vado al negozio con mia madre.
E martedì?
Martedì (io) vado a scuola.
No, no, niente scuola!
Sì, amico mio. Domani (noi) andiamo tutti a scuola.
Bene! Hai ragione. Domani incomincia la scuola.
Arrivederci a domani.
A domani.

4. Ordinal numbers can be introduced by having the children repeat the following sentences in rhythm:

   Il lunedì è il primo giorno della settimana. Martedì è il secondo giorno della settimana. Mercoledì è il terzo . . . etc., etc.

   In time the children can be asked to respond to the question, *Qual è il primo giorno della settimana?*

5. **Poems**
   a. Addition to the poem of Grade 1.
      I giorni della settimana.

   b. Buongiorno, lunedì.
      Come stai, martedì?
      Molto bene, mercoledì.
      Dite a giovedì
      di venire venerdì
      con sabato
      a pranzo domenica.

6. **Game**

   The teacher writes the numbers one to seven on the blackboard. Class is divided into two teams. Two volunteers of each team come up to the blackboard. The teacher asks child one of Team A: "Qual è il primo giorno della settimana?" If the child answers correctly, the team scores a point and the teacher writes in the day **near** number 1. She then asks the first child of Team B the question: "Qual è il quinto giorno della settimana?" Again, if the answer is correct, the teacher fills in line five and the team scores. If the child's answer is incorrect, the child sits down. Another child from that team comes up and the opposite team scores the point. The game continues until all the days have been written on the board.

Unit 7: Parts of the Body

Objective

The children will develop oral/aural communication skills with vocabulary items relating to parts of the body.

Motivation

1. The teacher displays poster cards with illustrations of parts of the body and says: "Can you tell us what these pictures are about? Raise your hand, if you can tell us the name of each of these parts of the body."
2. The teacher calls on individuals to give the English word for each item and then asks for choral repetition of these words.
3. The teacher says: "When we have practiced our new Italian words enough, we will be able to do many things, such as play a game, recite a poem, sing a song and even do a dance."

Materials

Pictures of parts of the body
Music: *Hansel and Gretel* — "With the feet go tap, tap, tap, etc."

Procedures

1. The teacher begins with a brisk warm-up including previously learned items.
2. Using the pictures, the teacher models the new Italian vocabulary:

   la testa
   gli occhi
   il naso
   la bocca
   le mani
   i piedi

3. The teacher asks for repetition of the vocabulary by the entire class, small groups and individuals as each item is shown on the picture.
4. The teacher instructs the class to stand by saying: "E adesso, classe, alzatevi in piedi. Toccate e chiamate per nome. Say after me and do as I do."

   The teacher models actions and the vocabulary:

la testa	Places hands on head
gli occhi	Points to eyes
il naso	Touches nose
la bocca	Touches mouth
le mani	Wiggles hands
i piedi	Bends and touches feet with hands

The class joins in the activity and repeats the vocabulary. The teacher presents the expressions in the order shown above.

5. The target vocabulary and the gestures are now presented and repeated out of order.
6. The teacher says: "Now boys and girls, we can play a game. I will say the Italian word but I will not show you the part of the body. You will say the Italian word and point to the part of the body it names. Are you ready?" The teacher first says words in the order of the original presentation. Then the teacher presents the words out of order.
7. Frequent and effusive compliments are used by the teacher to encourage the class. "Bravo! Magnifico! Eccellente! Formidabile!"

Summary

The teacher instructs the class to sit down by saying: "E adesso sedetevi. Boys and girls, you did so well today. (Pointing to pictures.) Raise your hand if you can tell us the Italian name for the part of the body I am pointing to." Allow time for individuals to respond and after each response the teacher models the word for choral repetition.

Follow-Up

Subsequent lessons in this unit should include drill of target vocabulary in the warm-up. The following activities are used to expand and reinforce the core of the unit.

1. **Games**
    a. *Toccate e chiamate per nome.* The teacher touches a part of the body and the class must provide the Italian name.
    b. *Chiamate per nome e toccate.* The teacher says the Italian name of a part of the body (without gesture) and the class must repeat the Italian word and point to the part of the body.
2. Rhyme with Actions: *Mettetevi in posa, per piacere.*

	Actions
Battete le mani!	Clap 3 times
Battete i piedi!	Tap 3 times left, right, left
Toccatevi il naso!	Touch nose
E poi mettetevi in posa!	Pose in free choice style

3. Song and Dance — To the tune of *Hansel and Gretel*

Fanno i piedi: tap, tap, tap!
Fan le mani: clap, clap, clap!
Passo qui, passo là,
giro e volto in libertà.

Fa la testa: nip, nip, nip!
Fan le dita: snip, snip, snip!
Passo qui, passo là,
giro e volto in libertà.

With the feet go tap, tap, tap,
With the hands go clap, clap, clap,
Point your right and left foot now
One little turn and then we bow.

With the head go nip, nip, nip
With the fingers snip, snip, snip
Point your right and left foot now
One little turn and then we bow.

Actions

Feet tap left, right, left
Clap hands three times.
Point right foot, point left foot
One turn around in place, boys bow, girls curtsy.

Move head side to side, left, right, left
Fingers snap three times
Point right foot, point left foot
One turn around in place, boys bow, girls curtsy.

Additional reinforcement is achieved by having this done by smaller groups and by individual students.

Additional Material for Grade 1

Allow time for sufficient review of kindergarten skills and activities pertaining to this unit.

1. Expand vocabulary to include:

   i capelli
   gli orecchi
   i denti
   la lingua
   il collo
   lo stomaco
   le dita
   le gambe

2. Expand games *Toccate e chiamate per nome* and *Chiamate per nome e toccate* to include the new vocabulary.
3. Explain rules and procedures for the game *Simone Dice* (Simon Says):

   Sample Commands:

   Simone dice: Alzatevi!
   Simone dice: Sedetevi!
   Simone dice: Toccatevi la testa, il naso, etc.
   Simone dice: Mettetevi in posa!
   Simone dice: Battete le mani!
   Simone dice: Battete i piedi!
   Simone dice: Un piccolo giro!

Additional Material for Grade 2

Allow time for sufficient review of kindergarten and first grade skills and activities.

1. Expand vocabulary to include the following:

   destra
   sinistra
   (Io) mi alzo.
   (Io) mi siedo.
   (Io) sto diritto.

2. **Game**

   Chi è?

   Fate un disegno di un amico. (Draw a picture of a friend.) Instruct the children to draw a picture of a person. They are to point out parts of the body, and name them in Italian. *Chi è? È Paolo. (È Maria. È Roberto. Sono io.) Ecco il naso. Ecco la bocca. Ecco i piedi, etc.*

3. **Activity Poem**

   The teacher models a poem and demonstrates appropriate action. The teacher elicits the meaning of the poem, models it line by line and allows for choral repetition with appropriate actions.

   Il Mio Corpo ed Io

   Io mi alzo, oh! che festa!,
   tocco il collo e la testa.

   Alzo il braccio, tocco il naso,
   sulle dita conto a caso.

   Copro gli occhi e la bocca,
   giro a destra quando tocca.

   Batto forte le due mani;
   salto in piedi; ciao a domani!

   Allow several weeks for mastery of poem. During the learning phase, the poem can be used as part of warm-up phase for other lessons or as a change of pace during other lessons.

4. Individual children might produce cartoon strips illustrating each line of the poem and describe each picture by saying lines of the poem.
5. Expand the game *Simone Dice* to include activities from the poem *Il Mio Corpo ed Io*.
6. The children can make flash cards of individual parts of the body. Use them in the game *Cos'è?* The responses would be: *È la bocca, è il naso, etc.* Use also negative response. Example: Show card illustrating nose. Question: *È la bocca?* Response: *No, non è la bocca. È il naso.*

Unit 8: Health and Illness

Objectives

- The children will learn conversational patterns relating to health and illness.
- The children will learn the relationship between good hygiene, good nutrition, good habits and good health.
- The children will learn social skills, such as acknowledging a sneeze and expressing regret.

Motivation

The teacher introduces two puppets to the class by saying: "Boys and girls, these are two of our friends. The boy's name is Gino and the girl's name is Maria. Let us say hello in Italian to them ... *Buongiorno, Gino. Buongiorno, Maria.* (Class repeats.) Our friends meet in the street and, because they are very polite, after they say hello they ask: 'How do you feel?'"

Materials

Two puppets (boy and girl)

Procedures

1. Using boy and girl puppets, the teacher explains dialogue and models it in Italian:

   Maria: Buongiorno, Gino!
   Gino: Buongiorno, Maria! Come stai?
   Maria: Molto bene, grazie. E tu?
   Gino: Io? Così così.
   Maria: Arrivederci, Gino.
   Gino: Arrivederci, Maria.

   (See the specific directions for the presentation and teaching of dialogues.)

2. Round robin drill with target phrases:

   Come stai? Molto bene, grazie.
   Come stai? Così, così.

3. Change of Pace:
   a. Rhyme with actions: *Mettetevi in posa, per piacere.*
   b. Game with parts of the body: *Toccate e chiamate per nome.*

Summary

"Boys and girls, we heard a conversation today. Who will tell the names of our two new friends? What did they say? Let's go over our conversation using our puppet friends." Choral recitation of dialogue by entire class follows.

Follow-Up

The following activities are used to expand and reinforce the unit:

1. Expand vocabulary in round robin drills:

   Come stai? Non c'è male, grazie.
   Come stai? (Io sto) male.
   Come stai? Non mi sento bene.
   Che peccato!

2. Present and drill sneeze sequence:

   1st child: (Sneeze)
   2nd child: Salute!
   1st child: Grazie.

3. Present and drill rhyme expressing good hygiene and good health habits:

   Teacher should develop class discussion regarding sneezing and coughing in class and the proper way to handle this, as illustrated in the rhyme.

   La Bocca e il Naso

   Un colpo di tosse?
   Un brutto starnuto?
   Se copri la bocca,
   nessun l'ha veduto.

4. Dialogue — *Bella Rosina*

   This relates good habits and nutrition to good health. Teacher explains the content of the song: "Boys and girls, we are going to learn a dialogue about two girls who were not as smart and grown-up as you are. Their names are Rosina and Dorina. Rosina had a headache because she did not go to sleep early enough; Dorina had a tummyache because she ate a lot of junk food."

   For kindergarten classes, present only these verses of the dialogue:

   Buongiorno, bella Rosina. Come state? Ditemi, cosa avete?

   Ho un mal di testa, stamattina, che mi dà tanto dolore.
   (Gesture: Hold head to signify headache.)

   Buongiorno, bella Dorina. Come state? Ditemi, cosa avete?

   Ho un mal di stomaco, stamattina, che mi dà tanto dolore.
   (Gesture: Hold stomach to signify tummyache.)

   Do not strive for mastery in kindergarten classes. It is sufficient for the children to recognize key phrases: "Ho un mal di testa (stomaco)." The dialogue will be reintroduced and expanded in Grades 1 and 2.

Additional Material for Grade 1

1. Expand vocabulary to include:

   presente — assente
   Come stai? Non c'è male, grazie.
   Come stai? (Io sto) male. Che peccato!
   (Io) non mi sento bene. Che peccato!
   Dov'è Roberto? Ecco Roberto.
   Or Roberto è assente. È malato.
   Dov'è Maria? Ecco Maria.
   Or Maria è assente. È malata.

   a. Drill the above by means of repetition drill.

   b. Expand to round robin drill for taking attendance of class. Example:

      Dov'è Paolo? Eccolo, signora.
      Dov'è Roberto? Roberto è assente.
      Dov'è Giovanna? Eccola, signora.
      Dov'è Maria? Maria è assente.

   c. Use the above in response drill with individuals.

2. Introduce new puppet friend, Pierino, and new dialogue involving Gino e Pierino:

   Dov'è Maria?

   Pierino: Buongiorno, Gino.
   Gino: Buongiorno, Pierino. Come stai?
   Pierino: Bene. E tu?
   Gino: Non c'è male, grazie.
   Pierino: Dov'è Maria?
   Gino: (Ella) è assente.
   Pierino: Perchè?
   Gino: (Ella) è malata.
   Pierino: Che peccato!
   Gino: Arrivederci, Pierino.
   Pierino: Arrivederci, Gino.

3. Review concept of relationship between good health habits, good nutrition and good health.

   Review first two verses:

   Bella Rosina . . . "Ho un mal di testa"
   Bella Dorina . . . "Ho un mal di stomaco"

   Add verses:

   Bella Celina: "Ho un mal di denti"
   Bella Paolina: "Ho un mal d'occhi"

Additional Material for Grade 2

1. Expand vocabulary to include:

   Che hai? (*Che avete* from song *Bella Rosina*)
   Ho un mal di testa.
   Ho un mal di stomaco.
   Ho un mal di gola.
   (Point out difference between *il collo* — neck and *la gola* — throat)
   Ho un mal di denti.
   Ho un mal d'occhi.
   il dentista — dal dentista
   il medico (dottore) — dal medico (dottore)
   Dov'è vai? (Io) vado dal dentista (medico/dottore).

   Drill these expressions first by means of repetition drills; then expand to round robin and individual response drills.

2. Present new dialogues as reinforcement of the target vocabulary above. Reintroduce puppets.

   Dove Vai?

   Gino: Ah, Maria, come stai?
   Maria: Oh, mi sento male.
   Gino: Che peccato! Dove vai?
   Maria: Vado dal medico (dottore).
   Gino: Io vado dal dentista.
   Maria: Perchè? Hai un mal di denti?
   Gino: No, vado per una visita. Ecco tutto.
   Maria: Arrivederci, Gino.
   Gino: Arrivederci, Maria.

3. Children can develop their own dialogues on themes relating to health. Assign partners or permit children to select their partners.

4. Present rhyme to reinforce language skills and concepts about health habits:

   La Buona Salute

   Lava i denti ogni giorno,
   mangia un piatto con contorno;
   dal dentista va ogni anno:
   non avrai alcun malanno.

   Lots of Cheer

   Brush your teeth three times a day.
   A healthy diet, rest and play.
   Visit the dentist once a year.
   A healthy you and lots of cheer.

   Use **choral repetition** first; then ask for repetition by **small groups and individuals.**

   Discuss the concepts illustrated in the rhyme.

   Children can make illustrations or cartoons of rhyme and describe illustrations in Italian.

5. Make class charts *Dal dentista, Dal medico.* List all names of students and indicate dates of their visits to dentist or doctor. Names listed should be Italian names, if assigned by the teacher.

6. Review dialogue *Bella Rosina.* Allow children to offer reasons for the maladies. If possible, add other girls (Cristina, Gina, Sandra), other maladies (mal di piedi, mal di naso, mal di orecchi, etc.) and discuss their causes.

Unit 9: Numbers and Numeration (Part I)

Theme

Mmmmm . . . Math

Objectives of Unit

- The children will learn the Italian equivalents for the numbers 1 through 10.
- The children will recognize and identify the symbols 1 through 10.

Motivation

The teacher shows class flash cards with numerals from 1 to 10. "Boys and girls, these are our old friends, numbers. Let's say their names in English." Class recites in English numbers from 1 to 10 as teacher holds up corresponding flash card. "Very good, class. Now, let's use our numbers in English to count our fingers." Class counts in English 1 to 10 showing the appropriate number of fingers. "Boys and girls, just as some of you have new Italian names, we are going to learn the Italian names for our old friends, the numbers."

Materials

1. Set of 10 flash cards with numerals 1 to 10.
2. Several groups of 10 identical objects (ex.: pencils, pens, spoons, etc.)

Procedures

1. Using flash cards with numerals 1 to 10, teacher models Italian equivalents. Choral repetition by entire class follows:

   uno, due, tre, quattro, cinque, sei, sette, otto, nove, dieci
2. The teacher leads class in counting in Italian, using fingers to indicate number being said.
3. The teacher selects flash cards out of order, models the appropriate Italian number, the class repeats.
4. Teacher instructs class to stand by saying: "E adesso, ragazzi e ragazze, alzatevi. Boys and girls, let's use our Italian numbers in some exercises. First by clapping our hands. As we say each Italian number, we will clap our hands the number of times that matches the number we are saying." The teacher says "uno." The class repeats "uno" and claps hands once. The teacher says "due"; class repeats "due" and claps hands twice. The teacher continues to ten.
5. The teacher then says, "Now, let's tap our right foot to match the Italian number we are saying." The same procedure that was used above for clapping hands follows.

Summary

The teacher instructs class to sit down. "E adesso, ragazzi e ragazze, alzatevi. Raise your hand if you can tell us the name in Italian of the number on the flash card." Time is allowed for individuals to respond, and after each response, the teacher models the Italian number and the entire class repeats.

Follow-Up

The following activities are used to expand and reinforce the unit:

1. Reinforce the numbers 1 to 10

   Round robin drill: Children recite numbers in sequence.

   Battete il tamburo: Child taps on drum and calls on another student to say in Italian the number of times tapped. If correct response is given, the child who responded correctly gets turn to tap on drum, etc. Other musical instruments may be used: cymbals, bells. Expand physical exercises as shown in No. 4 above:

Saltate — jump in place the number of times said in Italian

Saltate sul piede destro — hop on right foot

Saltate sul piede sinistro — hop on left foot

2. Expand number concept to identification of number of elements in a group:

   The teacher puts on the floor ten identical objects (pencils) and says: *Datemi cinque matite*. The child must hand over the correct number of pencils asked for. This may be played as a game and one child calls on another.

3. Reinforce skill of recognizing symbol of numeral with number word:

   Teacher puts on the floor flash cards with numerals and says: *Datemi il tre*. The child must hand over flash card with numeral "3". This may also be played as game and one child calls on another.

4. Put flash cards face down. Call on child to select and identify the number selected.

5. Explain the song *Dieci piccoli gatti*. "Boys and girls, you remember the song we learned about the ten little kittens who drank milk. Let's go over that song in English before we hear the same story in Italian." Review the song in English. Then present the Italian version, *Dieci piccoli gatti*. Tune: *Ten Little Indians*.

   Un piccolo, due piccoli, tre piccoli gatti,
   quattro piccoli, cinque piccoli, sei piccoli gatti,
   sette piccoli, otto piccoli, nove piccoli gatti
   dieci prendono il latte.
   (Gestures: show finger at each count until all ten fingers are raised.)

   Dieci piccoli, nove piccoli, otto piccoli gatti
   sette piccoli, sei piccoli, cinque piccoli gatti,
   quattro piccoli, tre piccoli, due piccoli gatti,
   un gatto prende il latte.
   (Decrease set of 10 fingers by one at each count.)

Additional Material for Grade 1

Allow time for sufficient review of kindergarten skills and activities pertaining to this unit.

1. Expand vocabulary to include 0 and numbers 11 to 20: 0 — zero, 11 — undici, 12 — dodici, 13 — tredici, 14 — quattordici, 15 — quindici, 16 — sedici, 17 — diciassette, 18 — diciotto, 19 — diciannove, 20 — venti.

   Drill the above with flash cards and objects as was done in kindergarten.

2. Present the Italian equivalent for the plus symbol and for equal.

3. Model additional sentences in Italian. *Due più uno fanno tre*. Choral repetition.

4. Present additional examples of addition sentences, using corresponding addition flashcards as motivation. Use combinations for which the highest sum is 20.

5. Model question for addition sentences: *Quanto fanno due più uno? Due più uno fanno tre.*

   Items 2 and 3 above can be extended into arithmetic games with flashcards. One child can ask another.

6. Expand song *Dieci piccoli gatti*. Review version presented in kindergarten.

   "Boys and girls, this year we can use this song to sing about other people. We can add gestures or motions which these people would use."

   a. *Dieci piccoli soldati vogliono marciare* . . . salute and mark time in place.
   b. *Dieci piccoli Indiani vogliono andare a caccia* . . . posture for hunting.
   c. *Dieci piccoli ragazzi vogliono saltare* . . . jump in place.
   d. *Dieci piccole ragazze vogliono danzare* . . . pirouette in place.
   e. *Dieci piccoli bambini vogliono piangere* . . . mime action rubbing eyes as crying.

Additional Material for Grade 2

Allow sufficient review of kindergarten and first grade skills and activities.

1. Expand vocabulary to include numbers 21 to 31. Drill the above with flashcards and objects as prescribed in kindergarten and first grade activities.
2. Present Italian equivalent for minus symbol (-) and for equal (=). Use subtraction flashcards as motivation.

   Model subtraction sentence: *Quattro meno tre fa uno.* Choral repetition. Present additional examples of subtraction sentences using flashcards as motivation.
3. Model question for subtraction sentences: *Quanto fanno quattro meno tre? Quattro meno due fanno due.*

   Items 2 and 3 above may be extended into arithmetic game with flashcards. One child may ask another. Two teams in class might prepare their own flashcards and try to stump their opponents.
4. Expand song *Dieci piccoli gatti.* Review the versions presented in kindergarten and first grade.

   "Boys and girls, this year we can use this song to sing about some of our pets."

   Dieci piccoli pesci vogliono nuotare . . . gesture for swimming like fish.
   Dieci piccoli uccelli vogliono volare . . . use arms like wings to fly
   Dieci piccoli pappagalli vogliono parlare . . . make sound of "caw" like parrot.
   Dieci piccoli cani vogliono giocare . . . mime playful puppy.
   Dieci piccole tartarughe vogliono nascondersi . . . fold arms over head to hide oneself.

Unit 10: Numbers (Part 2)

Objectives

- The children will learn conversational patterns related to numbers (kindergarten—age; first grade—time; second grade—telephone numbers).
- The children will learn social skills: offering congratulations on the occasion of a birthday.

Motivation

Broad Motivation: The teacher reintroduces puppets, Gino and Maria. "Today, boys and girls, is a special day for Maria. Let's find out from our story what her special day is."

Materials

1. Boy and girl puppet.
2. Paper crown for birthday child song.
3. Music to *Happy Birthday* song.

Procedures

1. The teacher begins the lesson with a review of numbers.
2. Using boy and girl puppets, teacher introduces dialogue and models in Italian for the class:

Gino: Buongiorno, Maria. Come stai?
Maria: Bene, grazie. Oggi è il mio compleanno.
Gino: Tanti auguri! Quanti anni hai?
Maria: Ho cinque anni.
Gino: E allora . . . Tanti auguri!
(Sings Happy Birthday Song)
Tanti auguri a te,
tanti auguri a te,
tanti auguri, Maria,
tanti auguri a te.
Maria: Grazie, Gino. Arrivederci.
Gino: Arrivederci.

The teacher elicits from the class significant facts about the dialogue in English.

The teacher repeats the dialogue in Italian. The children listen again.

3. The teacher presents the dialogue line by line (except for the song). There is choral repetition. The song is sung in entirety with repetitions.
4. The teacher says, "Boys and girls, we can now say our own age. How many children will say that they are 5 years old? They will say *Ho cinque anni.* Repeat after me and show five fingers. Repeat, *Ho cinque anni.* How many children will say they are 6 years old? They will say, *Ho sei anni.* Repeat after me and show six fingers. *Ho sei anni.*"

Repetition drill with target phrases:

Quanti anni hai? Ho cinque anni. (Show five fingers.)
Quanti anni hai? Ho sei anni. (Show six fingers.)

5. Practice *Happy Birthday* song: (Place crown on head of a child.)

Tanti auguri a te, tanti auguri a te,
Tanti auguri __________,
Tanti auguri a te.

Summary

Teacher elicits from class summary of the dialogue in English. How many children can answer this question: *Quanti anni hai?* Call on individuals for response.

Follow-Up

The following activities are used to reinforce and expand the Unit:

1. Round robin drill with the question: *Quanti anni hai? Ho _______ anni.*
2. Group and individual presentation of the dialogue about Marie's birthday.
3. Expand Birthday Song with *How Old Are You Now?* which is sung after *Tanti Auguri.*

   Tune: *How old are you now?*

   Quanti anni hai tu?
   Quanti anni hai tu?
   Quanti anni hai tu?
   Quanti anni hai tu?

   Child to whom song is sung responds with *Ho (5) anni.*
4. Children can prepare brief dialogues fashioned after the unit dialogue. Use own names and ages.
5. On the occasion of each child's birthday, the class should sing the *Happy Birthday* song to child in Italian and English. For those children whose birthdays are celebrated in the summer or who may have celebrated birthdays before these activities were introduced in Italian, a special rendition of the songs should be offered.

Additional Material for Grade 1

Allow time for sufficient review of kindergarten skills and activities pertaining to this unit.

1. Expand the question regarding age to include relatives and friends:

   Quanti anni ha la tua amica Maria? Maria ha sei anni. Ella ha sei anni.
   Quanti anni ha il tuo amico? Il mio amico ha cinque anni. Egli ha cinque anni.
   Quanti anni ha tuo padre? (tua madre, tuo fratello, tua sorella, etc.)

   This drill provides an excellent opportunity to generalize in an informal way with regard to the use of masculine or feminine possessive adjectives.
2. Expand unit on the numbers to expressions of time:

   Present only time on the hour in first grade. Motivation: Clock.

   Model question and responses:

   Che ora è? È l'una. Sono le due. Sono le tre, etc. etc.
   È mezzogiorno.
   È mezzanotte.

   At this stage, it is better to present the 24 hours as two sequences of 12 hours each although this may not conform to current practices in Italy. Special mention may be made of the differences as a cultural note.
3. Reinforce time concept with the game *Che ora è?* A child sets the time on the clock (on the hour only). The class can not see time set. The child asks *Che ora è?* A child who responds correctly in Italian takes next turn to set the clock and ask a question.

Additional Material for Grade 2

Allow sufficient time for review of kindergarten and first grade skills and activities.

1. Expand unit on time to include half past, a quarter past and a quarter to the hour.

   È l'una e mezzo. È l'una e un quarto. È l'una meno un quarto.
   Etc., etc., with each hour.

   È mezzogiorno e mezzo. È mezzogiorno e un quarto. È mezzogiorno meno un quarto. È mezzanotte e mezzo. È mezzanotte e un quarto. È mezzanotte meno un quarto.

2. Expand game *Che ora è?* to include new time expressions.
3. **Game**

   Flauto — This is played like the English game *Buzz* except that the word *flauto* is substituted for *Buzz* and the counting is done in Italian.

4. Expand the unit on numbers to include the presentation of telephone numbers.

   The teacher should advise the class in advance of this presentation that each child should know his or her telephone number in English. Children may wish to refer to written numerals at the beginning stages of this skill development.

   Qual è il tuo numero di telefono? Il mio numero di telefono è (543-0123) (cinque, quattro, tre, zero, uno, due, tre).

   Choral repetition of the key question and of the response may be conducted before the presentation of personal phone number.

5. Game reinforcement of telephone number: Child goes to chalkboard and asks another child: *Qual è il tuo numero di telefono?* The child responds: *Il mio numero di telefono è (987-6543) (nove, otto, sette, sei, cinque, quattro, tre).*

   As the child responds, the student at the board writes the numerals of the telephone number and says: *Il tuo numero di telefono è 987-6543, non è vero?* The child at the seat responds affirmatively, if correct: *Sì, è vero.* The second child then takes place at the board. The game continues as another child is called on.

   If the child at the board responds incorrectly, the child at the seat responds negatively, *No, non è vero,* and repeats the telephone number to allow time for the boardwork correction.

Unit II: Family and Friends

Objectives

Children will be able to

- identify family members in Italian
- distinguish between *un amico* and *un'amica, un ragazzo* and *una ragazza*
- distinguish between *egli si chiama* and *ella si chiama, egli ha* and *ella ha; io sono* and *io ho*
- use the adjectives *piccolo, grande, carino* and *bello*

Motivation

The teacher shows the children a large picture of a family that includes a mother, a father, a little sister, a big brother and a baby. The children are asked to identify each family member in English. Questions about their own family then follow, such as *How many people are there in your family?, Do you have a sister or brother?* and *Does he or she go to school?*

Materials

Puppets
A family picture
Cut-outs of family members
A taped lesson of the unit

Procedure

1. The warm-up includes the material taught previously.
2. The teacher holds up the picture of a family. Pointing to the picture, the teacher says: "Ecco una famiglia. Una famiglia. Ripetete: Una famiglia." Pointing to each member of the family the teacher says: "Ecco il padre, la madre, la sorella, il fratello, il bambino."
3. After hearing the expressions pertaining to the family several times, the children repeat them.
4. A puppet points to a member of the family and says: "Chi è?" At first the teacher answers the puppet's questions and then the puppet turns to the children and poses the same question. The answer can be either *è il padre, la madre,* or simply *la madre, il padre.*

Summary

Pointing to each family member, the teacher elicits the appropriate expressions from the children.

Follow-Up

1. Review the words and expressions taught in the first lesson:

   ecco
   la famiglia
   la madre
   il padre
   il bambino
   la sorella
   il fratello
   Chi è?
   è

2. The following vocabulary is to be included in the follow-up lessons. It is to be taught in context only.

   un ragazzo
   una ragazza
   carina
   bello
   grande
   piccolo
   io sono
   ecco
   ed io

3. After reviewing the expressions for the members of the family with *Chi è?* and *Fatemi vedere,* the teacher points to boys in the class and says: "Ecco Paolo. È un ragazzo. Ecco Giovanni. È un ragazzo. Ecco Martino. Un ragazzo. Andrea, un ragazzo." The same is done with the girls.
4. The teacher points to children across the room and says: "Un ragazzo, una ragazza."
5. The children learn to distinguish between mother and father, sister and brother and boy and girl with the questions: "È la madre, dov'è il padre? È il fratello, dov'è la sorella? È un ragazzo, dov'è la ragazza."
6. The teacher prepares the class for the poem *La Mia Famiglia* by clarifying the expressions *piccolo, grande, bella,* and *cuoricino.*
7. **Poem**

La mia famiglia è veramente bella;
mio padre con mia madre e mia sorella
ed il fratello grande e il piccolino:
questa famiglia è il mio cuoricino

8. **Playlet**

Io Sono il Bambino Piccolino

La madre: Io sono la madre.
Il padre: Io sono il padre. (proudly)
Il bambino: Io sono il bambino piccolino. (shyly)
La sorella: Io sono carina.
Il fratello: Io sono bello.
Il bambino: Ed io sono il bambino piccolino. (almost in tears)
La madre: Io sono piccola.
Il padre: Io sono grande. (proudly)
Il bambino: (crying now) Ed io — Io sono sempre, sempre, il bambino piccolino.

9. **Song**

La Mia Famiglia (Tune: *Happy Birthday*)

Che famiglia che ho!
Che famiglia che ho!
Quante gioie mi porta
la famiglia che ho.

10. **Game**

Ragazzo o Ragazza

Cut-outs of boys and girls are put in a bag. The class is divided into two teams. A child from each team gets a chance to pick out a picture. If the picture is identified correctly as either boy or girl, a point is scored for the team.

Chi è?

This is the same game as above but now cut-outs of all members of the family are in the bag and the child must identify the member of the family correctly in order to get a point for his/her team.

Additional Material for Grade 1

1. Review the expressions taught in kindergarten using the family picture and the question: "Chi è?" Review the use of *mio* and *mia* with *madre, sorella, fratello, padre* as well as *il* and *la* with the same words.
2. Introduce the following new vocabulary:

un amico
un'amica
Hai tu — ?
Io ho — .
Ella mangia — .
Io amo — .
Ella mi ama.
anche

Come si chiama egli?
Come si chiama ella?
Egli si chiama — .
Ella si chiama — .
molto
moltissimo
Gli sport — .
un ragazzo
una ragazza

3. A puppet points to boys in a picture saying each time: "È un ragazzo." The children repeat the sentence. The puppet repeats this with the girls in the picture. The teacher repeats this procedure and then asks the questions: "È un ragazzo? È una ragazza?"
4. The words *il ragazzo* and *la ragazza* are replaced by *un amico* and *un'amica*.
5. The teacher points to a boy and says: "Ecco un ragazzo. Egli si chiama Paolo." This is done several times until the children acquire the concept of *Egli si chiama* as against *Io mi chiamo*, which was reviewed in the warm-up. In subsequent exercises *ella* is substituted for *egli*.
6. The question *Quanti anni hai?* can now be extended to *Quanti anni ha egli?* and *Quanti anni ha ella?*
8. **Dialogue**

   Buongiorno, amico mio.
   Buongiorno, Paolo.
   Chi è?
   È un'amica.
   Come si chiama?
   Si chiama Maria.
   È carina.
   Si. Arrivederci.

   Same dialogue using *È un amico* and *È carino.*

   The dialogue can be changed with the lines *È un amico* and *È carino.*
9. **Song**

   Quanti Amici! (To the tune of *Happy Birthday*)

   Quanti amici che ho!
   Quanti amici che ho!
   Fortunato son io
   per gli amici che ho.

10. **Game**

    Egli si chiama

    The class is divided into two teams. The leader of team A points to a child in the class and says either *È un ragazzo* or *È una ragazza.* The first child of his/her team must say *Egli* or *Ella si chiama* . . . . If the child uses the correct pronoun, a point is scored for that team. Then it is team B's turn. Thus the game continues until all children have had a chance.

Additional Material for Grade 2

1. All material taught in kindergarten and Grade 1 is reviewed.
2. The new vocabulary includes the following:

   Members of the Family

   uno zio
   una zia
   un cugino
   una cugina
   il nonno
   la nonna

   Verbs

   Io mangio
   Io guardo
   Io mi lavo

   The House

   la cucina
   la stanza da pranzo
   il salotto
   la stanza da letto
   la stanza da bagno (il bagno)
3. Holding a picture of a house the teacher points to the various rooms saying: "È la stanza da pranzo. Io mangio nella stanza da pranzo." The teacher demonstrates the act of eating.

4. The children learn the name of each room by choral and individual repetition and are now able to answer the question *Cos'è questo?*
5. The children learn to answer the question *Che fai in cucina?* etc.
6. **Poem**

   La Mia Casa

   La mia casa è piccolina,
   ma graziosa e assai carina.
   In cucina c'è la mamma
   ad accendere la fiamma.
   Il papà è nel salotto
   con le mani nel panciotto.
   Nella camera da letto
   dorme il bimbo piccoletto.
   Nella stanza c'è un ronzio?
   Hai ben detto. Sono io!
7. **Games**
   a. Several children go to the board to draw members of the family. The volunteers who guess what the artist meant to draw get a chance to try their skill.
   b. Cut-outs of family members are in a box or bag. A child from each of two teams pulls out a picture and identifies it as mother, father, etc. If the child is correct, his/her team scores, if incorrect, the other team gets the point.

Unit 12: Weather, Seasons, Months

Objectives

Children will be able to
- answer questions based on daily and seasonal weather conditions
- sing a song and recite a poem that reinforce expressions pertaining to the weather

Motivation

After the usual daily warm-up of re-entered material, assuming it is winter, the teacher puts her/his coat on, looks out of the window and says to the class, "It's cold. Are you cold too? Do you know what season we are in? Who likes the summer? Why?" If it is spring when this unit is reached, the teacher walks to the window, looks out and says cheerfully, "It is a beautiful day. I like the spring. The birds sing, the leaves turn green, the sun shines."

Pictures suggesting weather conditions are displayed. These pictures may be found in magazines if the teacher does not already have weather charts. Simple drawings also suffice as teaching aids for this unit. The teacher points to each picture and asks the children to describe the weather. Is it cold? Is it warm? Is it windy? How can you tell it is windy? After a brief discussion of weather, the teacher asks the children if they would like to talk about these pictures in Italian.

Materials

Puppets
Pictures that depict weather conditions
Recording of the day's lesson

Procedures

1. Just as in the motivation, the current weather is the point of departure for the first lesson of this unit. Assuming it is winter, the teacher puts a coat on or throws a sweater over his/her shoulders, uses body language as well as the verbal utterance *brrrrrrrr* to indicate that it is cold. The teacher looks out of the window and says, "Fa freddo." Pointing to a picture of a person dressed in heavy winter clothes, the teacher repeats the expression several times. Group, row, individual repetitions follow. To assure comprehension of the question and answer, one puppet asks the other: "Fa freddo?" The answer is (with a falling intonation): "Sì, fa freddo."
2. The puppet poses the same question to many pupils. When most children have acquired the ability to answer the question, the teacher follows the procedure shown in item 1 above to teach *fa caldo, fa cattivo tempo, tira vento* and *fa bel tempo*.
3. After each new expression has been taught, the previous ones are reviewed by means of pictures which are pointed to at random with questions such as *Fa freddo o fa caldo?* and *Fa bel tempo o fa cattivo tempo?*

Summary

Children are asked to come up to the weather pictures and to describe the weather, as the teacher points to pictures at random.

89

88

Follow-Up

1. Review expressions of the first lesson:

   Fa freddo.
   Fa caldo.
   Fa bel tempo.
   Fa cattivo tempo.
   Tira vento.

2. Words and expressions to be taught in context in follow-up lessons:

   in estate
   in inverno
   in autunno
   in primavera
   Piove.
   Fiocca.
   Fa fresco.

3. The teacher follows the procedure shown above in presenting and teaching the expressions *Piove, Fiocca, Fa fresco.* Additional pictures depicting rain and snow will be necessary as well as a picture of an autumn day to help clarify *Fa fresco.*
4. The teacher introduces the four seasons in Italian after talking briefly about them in English.
5. The teacher points to each picture depicting the four seasons and says: "Noi siamo in estate, noi siamo in inverno, etc." As the pictures are pointed to again the pupils repeat the expressions *in estate, in autunno, in inverno* and *in primavera.*
6. The question *Che tempo fa in estate (in autunno, in inverno e in primavera)?* is introduced. The answers to the question are reinforced with the following poem:

   Che Tempo Fa?

   In primavera fa bel tempo.
   In inverno fa freddo.
   In autunno tira vento.
   In estate fa caldo.

7. **Song**

   Le Stagioni

   La madre natura
   ha quattro bambini:
   primavera, estate,
   autunno, inverno.

   Primavera ci porta
   i fiori e il sole;
   l'estate ci porta
   il fresco trifoglio;

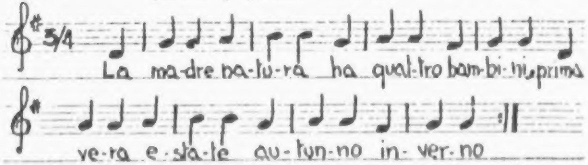
   l'autunno ci porta
   l'uva matura,
   l'inverno ci porta
   la candida neve.

8. **Game**

   Many pictures describing weather conditions are displayed. The class is divided into two teams. Each team lines up on either side of the pictures. The first child from Team A points to any picture and asks the question: "Che tempo fa?" If the first child on Team B answers correctly, the team scores a point. Both children return to their seats. Now a child from Team B asks the child on Team A the same question. If Team A answers correctly, it gets the point. If the answer is incorrect and the child on Team B can answer the question, Team B gets the point. The game continues until all the children are back in their seats. This game can be played with half the class one day and the other half the following day. It can serve as a review of the weather and seasons.

LE STAGIONI

(canto popolare tedesco)


La ma-dre na-tu-ra ha quat-tro bam-bi-ni, pri-ma
ve-ra e sta-te au-tun-no in-ver-no

La madre natura
ha quattro bambini:
primavera, estate,
autunno, inverno.

Primavera ci porta
i fiori e il sole;
l'estate ci porta
il fresco trifoglio;

l'autunno ci porta
l'uva matura,
l'inverno ci porta
la candida neve.

Additional Material for Grade 1

1. Review the vocabulary and expressions taught in kindergarten:

    Che tempo fa?
    Fa bel tempo.
    Fa cattivo tempo.
    Fa freddo.
    Fa caldo.
    Fa fresco.
    Piove.
    Fiocca.
    in estate
    in inverno
    in autunno
    in primavera

2. The following vocabulary and expressions are to be introduced in Grade 1:

    Io porto . . .
    un cappotto
    un cappello
    una maglietta
    un pullover
    le soprascarpe di gomma
    un ombrello
    perchè?
    certamente
    ciao
    presto
    Sei pronto?

3. Review by means of group and individual repetitions the kindergarten poem *Che Tempo Fa?*

4. The puppet asks the teacher: "Che tempo fa in inverno?" The teacher answers: "In inverno, fa freddo." The same question is posed for each season. The puppet now asks the questions of volunteers and continues to do so until the teacher is satisfied that most of the children understand how to answer the question.

5. The teacher reviews the question *Che tempo fa?* which the pupils have heard and used in kindergarten. They engage in a round-robin exercise of the questions *Che tempo fa in estate (in inverno, in autunno e in primavera)?* The children are not to repeat the season of his/her neighbor.

6. The questions *Porti (tu) un cappotto in inverno? Porti (tu) un cappotto in estate? Porti (tu) un ombrello quando piove?* are introduced with the aid of pictures of a coat, a hat, a pullover, a bathing suit and an umbrella. The teacher first points to a coat, for example, and says: "Ecco un cappotto. Ripetete un cappotto. In inverno tu porti un cappotto." The teacher puts on his/her coat and says: "Io porto un cappotto in inverno." The teacher then points to a child and says: "Tu porti un cappotto in inverno ed io (pointing to herself/himself) porto un cappotto in inverno." After this sentence has been repeated several times, the question "Porti (tu) un cappotto in inverno?" is asked of the children. The answer is repeated in chorus and individually.

7. The steps outlined in item 6 are used with other items of clothing. Once the pupils have mastered the sequence *Porti tu . . . ?* and *Io porto . . .* they are ready to answer the following questions:

    a. Porti (tu) un pullover in primavera?
    b. Porti (tu) una maglietta in estate?
    c. Porti (tu) le soprascarpe di gomma quando piove?
    d. Porti (tu) una maglietta in inverno o in estate?
    e. Porti (tu) un cappello in inverno o in estate?

8. The following poem will reinforce this part of the unit:

    Io Porto un Cappotto in Inverno

    Io porto un cappotto in inverno.
    Io porto una maglietta in estate.
    Io porto un ombrello quando piove
    ed un pullover quando fa fresco.

9. As an application of the material which was introduced in Grade 1 the following dialogue is taught:

Al Telefono

Filippo: Ciao, Giovanni. Sei pronto?
Giovanni: No. Io non vado a scuola oggi.
Filippo: Perchè?
Giovanni: Perchè piove e fa freddo.
Filippo: Non hai l'ombrello e la soprascarpe di gomma?
Giovanni: Certamente.
La mamma di Giovanni: Presto, presto Giovanni. Ecco il cappotto, il cappello, le soprascarpe di gomma e l'ombrello. A scuola, a scuola. Presto, presto.
Giovanni: Filippo, io vengo a scuola. Aspettami.
Filippo: Presto, Giovanni, presto. Andiamo.

10. **Game**

Children are asked to bring to school as many pictures as they can find that depict weather conditions. The class is divided into two teams. All pictures are placed in a box. A child from each team picks a picture and describes the weather. If the class agrees with the description the team scores a point. If the answer is incorrect, the other team gets the point. The first team that gets a predetermined number of points wins the game.

Additional Material for Grade 2

1. The teacher reviews the vocabulary, expressions, songs and poems pertaining to the weather taught in kindergarten and Grade 1.
2. The following vocabulary and expressions are introduced in Grade 2:

gennaio
febbraio
marzo
aprile
maggio
giugno
luglio
agosto
settembre
ottobre
novembre
dicembre

sempre
la spiaggia
la casa colonica
io preferisco (mi piace)
io nuoto
il mese
niente compiti
una stagione
(Tu) hai ragione

3. The teacher asks each child for his/her birthday and repeats the birthday month in Italian. By the time all the children have had a chance to announce his/her birthday, the months have been heard at least once or twice.
4. Using the Italian calendar, the teacher points to each month, names it in Italian and asks the class to repeat it twice.
5. The teacher points to calendar months out of order and names them. This is followed by choral repetitions.
6. The months are recited in rhythmic groups.
7. Each child is given a "month name" and is told to remember his/her name. Teacher says: "Tu ti chiami gennaio. Come ti chiami tu?" The first few children may have to be prompted to say: "Io mi chiamo gennaio (febbraio, etc.)." Once each child has a month name, he/she asks a neighbor in round-robin fashion: "Come ti chiami tu?" The neighbor who gave his "month name" continues by asking the next child the same question.

8. The following dialogue is taught in Grade 2:

Pierino: Buongiorno, amico mio. Come stai?
Paolo: Non tanto bene, Pierino.
Pierino: Che hai?
Paolo: Non mi piace il mese di dicembre, di gennaio e di febbraio.
Pierino: E il mese di marzo?
Paolo: Non mi piace il mese di marzo.
Pierino: Quale mese ti piace?
Paolo: Il mese di luglio e d'agosto.
Pierino: Anche a me piace l'estate.
Paolo: Certamente! Niente scuola e niente compiti!
Pierino: (Tu) hai ragione. Arrivederci.

9. **Poem**

Io Vado a Scuola

1.
Io vado a scuola quando fa freddo.
Io vado a scuola quando fa caldo.
Io vado a scuola quando fiocca.
Io vado a scuola quando fa bel tempo.
Io vado a scuola quando piove.
Io vado a scuola quando tira vento.
Io vado a scuola quando fa cattivo tempo.
Io vado a scuola sempre.

2.
Io non vado a scuola quando sono malato.
Io non vado a scuola in estate.
Io non vado a scuola a Natale.
Io non vado a scuola a Pasqua.

Unit 13: Colors and Other Adjectives

Objectives

- The children will learn the Italian equivalents for colors and other adjectives.
- The children will learn that colors in the environment transmit meaning (e.g. — traffic lights, seasonal changes of leaves, flag colors, etc.)
- The children will learn to use adjectives to describe objects.
- The children will learn to identify specific shapes (circle, square, triangle, rectangle)

Motivation

The teacher shows the class two pictures of trees, one in which the leaves are yellow, orange and brown, the other in which all leaves are green. Holding up the first picture the teacher says: "Boys and girls, can you tell me the colors of the leaves in this picture? Now can you tell me the color of the leaves in this picture? Can you tell us what time of the year is shown in each picture? We see that we can tell the time of the year from the colors we see. Colors give us clues. They tell us things." Now the teacher holds up a picture of a traffic light: "Now, boys and girls, look at this picture. What colors do we see in the lights? Can you tell the class what each color tells us to do?"

Materials

1. Pictures of trees in autumn and summer.
2. Pictures of traffic lights showing three different signals lit.
3. Color chart or wheel displaying target colors.
4. Pictures of Italian and American flags.

Procedures

1. The teacher begins the lesson with a brisk warm-up of previously learned material, especially that relating to numbers and classroom objects.
2. Pointing to the color chart or wheel, the teacher models the names of target colors:

   rosso verde giallo
   bianco nero arancione
   blù

   Class joins in activity with choral repetition of the above.
3. Extend choral repetition to smaller groups (boys and girls, one half of the class, then the other half of the class, etc.).
4. The teacher uses classroom objects to model sentences using colors:

   La bandiera americana è rossa, bianca e blù.
   La bandiera italiana è rossa, bianca e verde.
   La lavagna è verde.
   La matita è gialla.
   La penna è blù.
   La carta è bianca.

   Continue with other objects and pictures available in room. There is choral repetition of each sentence after the teacher has modeled it.
6. Teacher uses pictures of traffic lights to model traffic rules:

   Red light means "STOP."
   La luce è rossa. Fermatevi!

   Orange light means "WAIT."
   La luce è arancione. Aspettate!

   Green light means "CROSS."
   La luce è verde. Attraversate!

Summary

The teacher reviews the colors on the color chart. The class repeats them chorally. Teacher: "Now boys and girls, we can use the colors we have learned in a poem about traffic safety."

Teacher models the poem in English first, allows for choral repetition (line by line).

What Color Is the Light?

When the light is red,
Stop! Wait! Don't go ahead.
When the light is orange,
Stop! Wait! Soon it will change.
When the light is green,
Look! Cross! Don't stop in between!

Discuss meaning of poem for traffic safety and how colors give us signals. "Now boys and girls, we can say our poem in Italian using our colors." Present Italian version, allow for choral repetition, line by line.

Il Semaforo

Quando la luce è rossa
non fare alcuna mossa;
se poi è arancione
conviene attenzione.
Chi passa sol col verde
la vita mai non perde.

Follow-Up

Subsequent lessons in this unit should include a drill of colors in the warm-up phase of the lesson. The following activities are used to expand and reinforce the unit.

1. Expand adjectives to include:

   assente
   presente
   piccolo(a)
   alto(a)

   Use *assente* and *presente* in drill for taking attendance. *Dov'è Roberto? Roberto è assente. Dov'è Maria? Maria è assente.*

   Use *piccolo* and *alto* in drill showing picture of two boys, one tall, one smaller, or of two girls in same manner to drill feminine forms.

   Other appropriate illustrations may be used.

2. Game reinforcement of colors:
   a. *Fatemi vedere* — Teacher says "Fatemi vedere (il rosso)." Child steps up to the color chart or wheel, points to "red" and says "Ecco (il rosso)."

      Go through all colors on chart with the same procedure.

      Variation of Fatemi vedere — One child gives instructions and calls on another to come up to the color chart. This may be played by two teams.

   b. *Toccate (name of color)* — The teacher tells children to examine the clothing they are wearing to find the color she asks them to touch. "Toccate il rosso." Call on child wearing that color who must point to color in clothing and respond: "Ecco il rosso." Use other colors similarly.

      Variation of Toccate (il rosso) — A child may give the command either in a round robin or as a game with two teams, members of each team calling on opponents.

   c. *Il sacco a sorpresa (The Grab Bag)* — The teacher prepares a shopping bag which contains pieces of paper of all of the colors taught. A child is called up to select a piece of paper, without looking, and is asked by the teacher: "Cos'è questo?" The child must identify the color of the paper selected by responding "Il rosso" (or whatever color is represented by the piece of paper selected).

3. Reinforcement through Completion of Sentences:

   The teacher holds up a yellow pencil and says "La matita è . . . ." The class must provide "gialla." Then entire sentence is repeated by the group or individuals. The teacher points to chalkboard, "La lavagna è . . . ." The class responds "verde" or "nera" depending on actual color. The entire sentence is repeated chorally.

4. Identification of Shapes: The teacher distributes rexo sheet with the following shapes:

   il cerchio
   il quadrato
   il triangolo
   il rettangolo
   la stella

   There is choral repetition of the Italian words as each shape is pointed out. The teacher instructs the class to color each shape in a particular color. "Colorate in rosso il quadrato." Allow time for children to color the square in red. "Colorate in blù il cerchio." Allow time for children to color the circle blue. Continue with other shapes and selected colors.

5. Reinforcement of classroom objects with colors: The teacher instructs children to draw particular objects and then to color them as she designates. "Disegnate una matita. La matita è gialla. Disegnate un libro. Il libro è nero. Disegnate la bandiera italiana. La bandiera italiana è rossa, bianca e verde."

   Continue with other objects taught in previous lessons.

Additional Materials for Grade 1

Allow sufficient time for review of kindergarten skills and activities pertaining to this unit.

1. Expand the unit vocabulary to include the following:

   bruno(a)
   grigio(a)
   violetto
   rosa
   triste
   contento(a)
   cattivo(a)
   saggio(a)

   Drill the above with color charts and illustrations.

   Expand the games presented in kindergarten to include the above colors.

   Use the adjectives in completion sentences.

2. Teach the interrogative pattern:

   Di che colore è . . . ?

   Drill the above with repetition drills first. Then use response drills:

   Di che colore è la matita?
   La matita è gialla.

   Di che colore è la lavagna?
   La lavagna è verde, etc., etc.

3. Introduce interrogative structure "È . . . ?": Drill with affirmative responses.

   È gialla la matita?
   Si, la matita è gialla.

   È bianca la carta?
   Si, la carta è bianca.

   Use only affirmative responses.

4. **Game**

   Il sacco a sorpresa — Extend to use new interrogative structures.

   Fill grab bag with objects. Child selects object and asks neighbor, "Di che colore è . . . ?" Neighbor must respond in complete sentence, "Il (la) (object) è (color)."

   Variation: Grab Bag with objects. Child selects an object and asks a question describing the object. "È nera la penna?" Neighbor must respond affirmatively.

5. Integrate with Art Curriculum — Primary and Secondary Colors:

   Present mathematical sentences with Colors:

   Il rosso e il blù danno il violetto.
   Il blù e il giallo danno il verde.
   Il rosso e il giallo danno l'arancione.

   Illustrate this with the use of colored chalk on chalkboard or with actual use of tempera paints.

This may be extended to include other color principles such as complementary colors, tone and tints.

Reinforce color concepts, with the presentation of a new poem:

I Colori

Quando il rosso e il giallo
fanno insieme un ballo,
per combinazione
nasce l'arancione.
Quando il blù e il rosso
si mettono a ridosso,
vien fuori — ti prometto —
il bel color violetto.

Additional Materials for Grade 2

Allow sufficient time for review of kindergarten and first grade skills and activities.

1. Expand unit vocabulary to include:

   biondo(a)
   castano
   marrone
   viola
   buono(a)
   cattivo(a)
   intelligente
   stupido(a)
   stesso(a)
   differente

   Drill new colors with repetition drills using color charts and objects.

2. Reinforce above structures with dialogue using two puppets (boy and girl):

   Gino: Buongiorno, Maria, Come stai?
   Maria: Ah, Gino. (Io) non sto tanto bene.
   Gino: Oh, che peccato! Sei malata?
   Maria: No, non sono malata, sono triste.
   Gino: Oh, tu non sei contenta. Perchè?
   Maria: Io ho una matita, ma non ho una penna.
   Gino: Io ho due penne. Ecco una penna per te.
   Maria: Grazie tante, Gino. Ora mi sento meglio.

   The teacher presents the above dialogue as a story. Allow for choral repetition by class line by line. Then check auditory comprehension with following questions:

   1. Come si chiama il ragazzo?
   2. Come si chiama la ragazza?
   3. È malata Maria?
   4. È triste Maria?
   5. Perchè è triste Maria?
   6. Ha Maria una matita?
   7. Ha Maria una penna?
   8. Ha Gina una penna?
   9. Quante penne ha Gino?
   10. Dà Gino una penna a Maria?

3. The teacher instructs the class that pairs of children may prepare similar dialogues for presentation to the class.

4. **Game**

   Il sacco a sorpresa — Use the interrogative structure with negative responses.

   Fill grab bag with colored objects. A child selects an object (example: red pen) and asks another child: "È gialla la penna?" The child must respond negatively: "No, la penna non è gialla. La penna è rossa."

5. Integrate with Language Arts and Art Curriculum:

   Where do we get the names of colors? They come to us from the environment, from all of the things around us.

   Examples:

   flowers: lilac, violet, rose
   fruits: orange, lime green, cerise (cherry red), melon
   vegetables: tomato red, celery, pea green
   trees: forest green, chestnut

   general: sky blue, aqua, sunny yellow, pearl gray

   In Italian, the names of colors are also taken from the environment.

Examples: lilla, viola, rosa, rosso ciliegia, verde pisello, grigio perla

Teach song to illustrate the above concept:

Da Dove Vengono i Colori?

Bruno e verde . . . i giardini, la terra.
Giallo e blù . . . il sole, il cielo.
Arancione e rosa . . . i fiori e i frutti.
Bianco e nero . . . le stelle, la sera.

Unit 14: Clothing

Objectives

- The children will learn the Italian equivalents for specific articles of clothing.
- The children will learn to use the indefinite article (a, an) in Italian as an appropriate replacement for the definite article (the).
- The children will learn that clothing selection should be appropriate for weather conditions and specific occasions.
- The children will reinforce self-care skills: button clothes and tie shoelaces.

Motivation

The teacher has shopping bag filled with articles of clothing (or doll's clothing) which match the vocabulary to be taught in Italian. "Boys and girls, can you tell me in English the names of these articles of clothing?" Call on students to identify in English the articles displayed. The teacher asks: "Do we wear the same type of clothing to go to a party, as we do when we play in the park?" Elicit discussions regarding the appropriateness of dress for a specific occasion. "Do we wear the same type of clothing when it is hot as we do on a cold and snowy day?" Elicit discussion regarding appropriateness of clothing to weather conditions.

Teacher: "We are going to hear a story about our friends and the clothing that they wear, when they go to a party or when the weather is bad."

Materials

1. Articles of clothing or doll's clothing appropriate for the new vocabulary. If these are not available, use pictures of clothing.
2. Pictures of various weather conditions.
3. Boy and girl puppet.

Procedures

1. The teacher begins the lesson with a review of previously learned expressions, particularly those pertaining to color and weather.
2. Using specific articles of clothing, the teacher models the following vocabulary.

   la veste
   la camicetta (blusa)
   la gonna
   i pantaloni
   la camicia
   i blu-jeans
   le scarpe (un paio di scarpe)
   le calze (un paio di calze)

   Choral and individual repetitions follow.
3. Use articles of clothing with colors in sentences.

   La veste è blù. I pantaloni sono blù. La gonna è blù. La camicia è rossa. Le scarpe sono rosse. Le calze sono rosse.

   Use other colors with articles of clothing. Allow for choral and individual repetition.
4. Call on students and describe what they are wearing. The use of the indefinite article is introduced.

   Roberto porta un paio di pantaloni ed una camicia. Il ragazzo porta un paio di pantaloni ed una camicia.

   Paolo porta dei blu-jeans ed una camicia. Il ragazzo porta dei blu-jeans ed una camicia.

   Maria porta una veste, un paio di scarpe ed un paio di calze. La ragazza porta una veste, un paio di scarpe ed un paio di calze.

   Allow for choral and individual repetition.

   Gino: Buongiorno, Maria. Che bella veste che hai! Dove vai?
   Maria: Grazie, Gino. (Io) vado da Pierino. È il suo compleanno.
   Gino: Oh! Tu vai alla festa. (Tu) porti la veste, non i pantaloni.

Maria: E tu? Porti i pantaloni ed una camicia, non i blu-jeans.
Gino: Anch'io vado alla festa.
Maria: Allora andiamo da Pierino.
Gino: Si, d'accordo.

Allow for choral repetition of the dialogue line by line.

Summary

Teacher asks class: "Boys and girls, where were Gino and Maria going? Why was Maria wearing a dress? What was Gino wearing?" Allow for individuals to respond. After comprehension check, the teacher discusses with the class the selection of appropriate clothing for specific occasions.

Teacher: "Before we put our friends Gino and Maria away today, let us go over our story once more." The teacher models the dialogue again and allows for choral repetition line by line.

Follow-Up

Subsequent lessons in this unit should include the drill of clothing with colors as well as another presentation of the dialogue. The following activities are used to expand and reinforce the unit.

1. Round Robin Drill: The teacher begins: "Io porto una veste." Each child must say a sentence describing an article of clothing being worn.
2. Il Sacco a Sorpresa: A grab bag containing various articles of clothing being taught is presented to the children. A child selects an object and must respond to "Cos'è questo?" Response: "È una veste. È un paio di pantaloni," etc.

   This may be played in round-robin fashion or as a game with two teams.
3. Extension of Grab Bag Drill: Extend the drill to include the color of an article of clothing. "Di che colore è la veste?" "La veste è rossa," etc.
4. Independent Self-Care Skills Reinforcement:

   The teacher discussed with the class the need to develop "grown-up" habits, such as buttoning clothes by oneself, and tying laces by oneself. Present rhymes below as reinforcement:

   Le Scarpe

   Lega i lacci delle scarpe;
   legali bene, per piacere.

   The Shoes

   Tie your laces, if you please.
   Make them tight and you'll be right.

Additional Materials for Grade 1

Allow sufficient time for the review of kindergarten skills and activities.

1. Expand the clothing vocabulary to include the following:

   il cappotto
   il cappello
   il berretto
   i guanti
   l'ombrello
   l'impermeabile
   le calosce
   gli stivali

   Drill the above with articles of clothing in repetition drills.

   Io porto un cappotto nero e dei guanti bianchi.
   Io porto le scarpe ai piedi.
   Io porto i guanti alle mani.
   Io porto un cappello in testa.
   Io porto le calosce sulle scarpe.

   Di che colore è l'ombrello? L'ombrello è rosso.
   Di che colore sono gli stivali? Gli stivali sono neri.
2. Introduce new type of interrogative sentence with "Non è vero?" Use affirmative responses only at this time.

   Repetition and Response Drills:

   Tu porti una veste, non è vero? Sì, io porto una veste.
   Egli porta un berretto, non è vero? Sì, egli porta un berretto.

Call on a child to illustrate the above or use pictures of children.

3. Reinforce "non è vero?" and the new vocabulary with a dialogue (two boy puppets):

Gino: Buongiorno, Pierino. Fa molto freddo.
Pierino: Oh, sì. Io porto un cappello e dei guanti.
Gino: Io pure. Ma tu porti un ombrello e degli stivali, non è vero?
Pierino: Sì, perchè piove molto.
Gino: Io porto un impermeabile, ma non ho un ombrello.
Pierino: Non importa. Andiamo a scuola insieme. Ecco il mio ombrello.
Gino: Grazie tante, Pierino.

Children may act out the dialogue. They may devise their own conversation combining clothing and weather.

4. Il Sacco a Sorpresa: Use the grab bag game with new articles of clothing and review the items taught in kindergarten. Use "Cos'è questo?" "Di che colore è . . . ?"

Additional Material for Grade 2

1. Allow sufficient time for review of kindergarten and first grade skills and activities.

Expand the unit vocabulary to include:

la maglia
il pullover
la magliettina
le calze (di nylon)
la giacca
la giacchetta
il panciotto (il gilè)
il fazzoletto

Drill the new vocabulary first with repetition drills with actual articles of clothing or illustrations. Drill items in combination with colors.

Expand drills with focus on colors (*Di che colore è . . . ?*) and with personalized questions (*Che porti? Io porto . . .*).

2. Present new verbs in connection with clothing:

I put on . . . *Io mi metto . . . Io mi metto il cappello (il cappotto, etc.)*
I take off . . . *Io mi tolgo . . . Io mi tolgo il cappello (il cappotto, etc.)*

3. Reinforce interrogative structure "non è vero?"

Combine these with expressions pertaining to the weather:

(Tu) ti metti la maglia quando fa fresco?
Sì, (io) mi metto la maglia quando fa fresco.
(Tu) ti metti le calosce quando piove, non è vero?
Sì, (io) mi metto le calosce quando piove.
(Tu) ti togli il cappotto quando fa caldo?
Sì, (io) mi tolgo il cappotto quando fa caldo.
(Tu) ti togli l'impermeabile quando c'è il sole, non è vero?
Sì, (io) mi tolgo l'impermeabile quando c'è il sole?
etc., etc.

4. Expand the grab bag (Il Sacco a Sorpresa) to include the following:

Fill the grab bag with articles of clothing which are easy to put on or take off over child's regular clothing. The child selects an article of clothing from the grab bag. The child must describe putting on or taking off the article selected:

Io mi metto il cappello. Io mi tolgo il cappello.
Io mi metto i guanti. Io mi tolgo i guanti.
Io mi metto la maglia. Io mi tolgo la maglia.

5. Present new vocabulary: The Seasons — Le Stagioni

la primavera . . . in (di) primavera
l'estate . . . in (d') estate
l'autunno . . . in (d') autunno
l'inverno . . . in (d') inverno

Drill the above with appropriate illustrations representative of each season.

6. Reinforce the season vocabulary with expressions pertaining to the weather and articles of clothing:

   D'inverno fa freddo. (Io) porto un cappotto e un cappello.
   In primavera piove. (Io) porto un impermeabile e un ombrello.
   D'estate fa caldo. (Io) porto un magliettina.
   In autunno tira vento. (Io) porto una maglia.
   etc., etc.

7. Present the song to reinforce the vocabulary of clothing with parts of the body:

   Cosa Porti? (Tune: *Baa, baa, Black Sheep*)

   Cosa porti ai tuoi piedi?
   Due calze e due scarpe.
   Ed in testa un cappellino
   ed i guanti alle manine.

   Socks and shoes to wear on both your feet.
   On your head, a hat's real neat.
   Gloves on your hands keep your fingers so warm.
   A coat buttoned up
   To beat a cold winter storm.

Unit 15: Animals

Objectives

Children will be able to

- identify household pets in Italian
- answer questions regarding the pets they have
- respond to the question *Hai (tu) . . . ?* with *(Io) ho . . .* or *(Io) non ho . . .*

Motivation

The teacher asks the children if they know what a pet is. The children are asked to identify pets on a chart. The children speak about their own pets by responding to such questions as:

Do you have a pet?
What kind of a pet do you have?
What is its name?
What color is it?
Is your pet big or little?
Do you like your pet?

The teacher then says: "Italian children have pets too. They love to speak about their pets. In what language do they speak about them? Would you like to speak about your pets in Italian too?"

Materials

Puppets
Picture chart of pets — dogs, cats, birds, fish and turtles
A classroom fish tank (if possible)
Stuffed or toy animals brought in by children
A tape of new expressions

Procedure

1. The teacher reviews certain vocabulary and expressions taught previously such as:

   bello
   piccolo
   grande
   Tu ami — io amo
   Egli (esso) è — Ella (essa) è
   Di che colore è . . . ?
   colors as needed
   Come si chiama egli (esso)?
   Come si chiama ella (essa)?

2. The teacher shows the children a pet chart. A puppet points to a dog, for example, and asks the teacher: "Cos'è questo?" The teacher answers: "Un cane." This is repeated several times. Then the puppet turns to the class with the same question. After the class has had an opportunity to respond several times, other pets, such as *l'uccello, la tartaruga, il gatto* and *il pesce* are introduced in a similar manner.
3. The knowledge of the new expressions is reinforced by having the children repeat them, as the teacher points to the various pets in quick succession.
4. When the children show that they have acquired the new expressions, the following questions which are already familiar to them are asked:

   Hai (tu) un animale a casa tua?
   È un cane? Un gatto? Un uccello?
   Come si chiama (esso)?
   Di che colore è?
   Il tuo cane è piccolo o grande?
   Ami il tuo animale?

   In the unit on the family, the children have become familiar with the use of *mio* and *mia, Come si chiama egli?, Come si chiama ella?* and *Io amo.*

Summary

After a brief exercise with *Fatemi vedere* and the response *Ecco* . . . the teacher sends a child to the chart to play teacher. The child asks the class: "Fatemi vedere un gatto (un cane, un uccello, una tartaruga, un pesce)?" Volunteers go to the board and point to the pet. They respond with: "Ecco un gatto."

Follow-Up

1. Review the new expressions using *Fatemi vedere* and *Cos'è questo?*
2. Children now learn to ask the questions about pets. This is done by means of individual and choral drills, round room exercises and the use of the tape recorder.
3. The children are now asked to speak in a more extended manner about their real or imaginary pets. A child might say: "Io ho un cane. È carino. Si chiama Fido. È bianco e nero. Il mio cane è piccolo. Io amo il mio piccolo cane."
4. **Poem**

   Il Mio Uccello

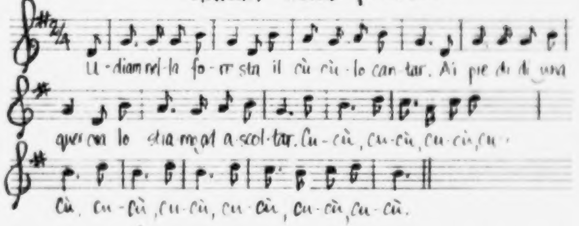
   Io ho un uccello.
   Si chiama Totò.
   Davvero è bello
   l'uccello che ho.

5. **Songs**

   Nella Foresta

   Udiam nella foresta
   il cùculo cantar.
   Ai piedi di una quercia
   lo stiamo ad ascoltar.
   Cucù, cucù, cucù, cucù, cucù.
   Cucù, cucù, cucù, cucù, cucù.

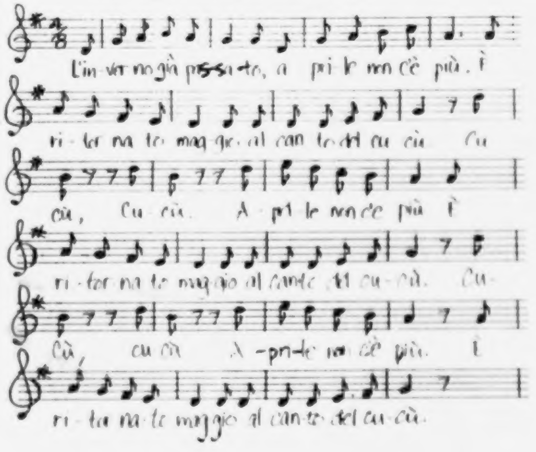
Udiam nella foresta.


U-diam nel-la fo-re-sta il cù-cu-lo can-tar. Ai pie-di di una
quer-cia lo stia-mo ad a-scol-tar. Cu-cù, cu-cù, cu-cù, cu-
cù, cu-cù, cu-cù, cu-cù, cu-cù, cu-cù.

L'Inverno È Già Passato

L'inverno è già passato
aprile non c'è più.
È ritornato maggio
al canto del cucù.
Cucù, cucù, aprile non c'è più.
È ritornato maggio
al canto del cucù.

L'inverno è già passato


L'in-ver-no già pas-sa-to, a-pri-le non c'è più. È
ri-tor-na-to mag-gio al can-to del cu-cù. Cu-
cù, Cu-cù. A-pri-le non c'è più. È
ri-tor-na-to mag-gio al can-to del cu-cù. Cu-
cù, cu-cù A-pri-le non c'è più. È
ri-tor-na-to mag-gio al can-to del cu-cù.

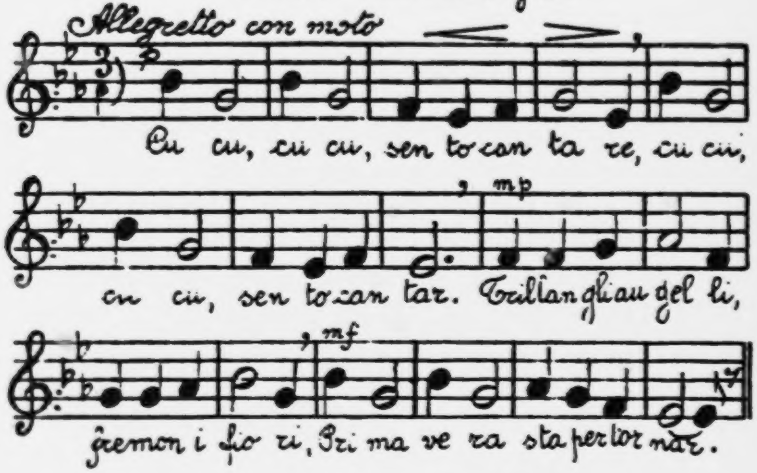
Risveglio Della Primavera

Cu-cù, sento cantare;
cu-cù, cu-cù, sento cantar.
Trillan gli augelli, fremono i fiori
Primavera sta per tornar.

Cip-cip, cip-cip, sento trillare;
fru-fru, fru-fru, sento stormir.
Trillan gli augelli, fremono i fiori
Primavera sta per tornar.

La-la, la-la, noi pur cantiam,
hop-hop, hop-hop, noi pur saltiam.
Lieti cantiamo, lieti saltiamo
Primavera sta per tornar.

versi e musica di autore ignoto


Allegretto con moto
p
Cu cu, cu cu, sen to can ta re, cu cu,
mp
cu cu, sen to can tar. Trillan gli au gel li,
mf
fremon i fio ri, Pri ma ve ra sta per tor nar.

Additional Material for Grade 1

1. The vocabulary and expressions taught in kindergarten are reviewed:

   il gatto
   il cane
   il pesce
   la tartaruga
   l'uccello
   grande
   fatemi vedere
   ecco
   cos'è questo?
   Io non ho

2. The vocabulary to be introduced in Grade 1 is as follows:

   l'elefante
   il circo
   la scimmia
   il leone
   la tigre
   l'orso
   buffo(a)
   feroce
   grosso(a)

3. Motivate this extended unit by asking the children if they have ever seen animals other than the pets they have spoken about in the kindergarten. The following questions which introduce the idea of the circus are suggested:

   What kinds of animals did you see?
   Where did you see them?
   Did you ever see a bear?
   What animals do you like to see on T.V.?
   Which animals are funny?
   Which ones are ferocious? (explain this word)
   What is a circus? etc., etc.

4. If a large picture of a circus is available, the teacher points to the picture and says: "Ecco un circo. Ripetete, un circo." If there is no circus picture in the classroom, a chart of circus animals cut out from magazines or from circus coloring books will do. A few colorful balloons, the picture of a clown and other items hung around the room will create the atmosphere of a circus. The pupils repeat the Italian expression for each animal when it is pointed to. Since three of the five animals sound like the English, the animals are learned very quickly.

5. Children will hear and repeat descriptive sentences:

   La scimmia è buffa.
   L'elefante è grande.
   L'orso è grosso.
   La tigre è feroce.
   Anche il leone è feroce.

6. The puppet now asks the teacher the following questions which the teacher answers as children are told to listen:

   Quale animale è buffo?
   Quale animale è grande?
   Quale animale è grosso?
   Quale animale è feroce?

7. The teacher says to children: "L'elefante è grande. Quale animale è grande?" If no answer is forthcoming, the teacher repeats the statement and question again and prompts the first few children, if necessary. The teacher follows same procedure with the other descriptive sentences.

8. To review the previously learned expressions and to reinforce the new material, the following questions may be asked:

   Cos'è questo? (pointing to an animal)
   (Tu) ami l'elefante?
   (Esso) è grande o piccolo?
   Fatemi vedere la scimmia?
   La scimmia è grossa?
   Quale animale è grosso?
   Il pesce è feroce?

9. Before teaching the following dialogue, the expressions *soprattutto* and *gli animali* should be clarified:

   Angelo: Buongiorno, Maria. Dove vai domenica?
   Maria: (Io) vado al circo con la mia famiglia.
   Angelo: (Tu) ami il circo?
   Maria: Certamente. (Io) amo soprattutto gli animali.

Angelo: (Tu) ami anche i leoni e le tigri?
Maria: No, no, no. Essi sono feroci.
Angelo: Io amo la scimmia. Essa è buffa.
Maria: Io amo gli elefanti, le scimmie e gli orsi.
Angelo: Anche io.
Maria: Ecco mia madre. Arrivederci, Angelo.

10. **Poem**

Il Circo

Non amo i leoni
e le tigri feroci.
Io amo il circo,
gli orsi, i cavalli,
le scimmie, gli elefanti:
gli animali tutti quanti.

Briefly practice the plural of the animals mentioned in the poem.

11. **Song**

Povero Elefante
(To the tune of *Three Blind Mice*)

Povero elefante.
Povero elefante.
Non è proprio bello.
Non è proprio bello.
Il corpo è troppo grosso,
il muso è troppo lungo;
son piccoli i suoi occhi.
Povero elefante.

12. **Game**

Cos'è questo? Indovinate.

Children are given drawing paper and crayons. The class is divided into two teams. The teacher tells the children to draw an animal, any animal in a circus or any house pet. They must write their names on the back of the papers. The children of each team get the papers of the competing team. The children from Team A hold up the pictures before the class and name the animal. Whenever the artist in Team B agrees that the creation was properly identified, Team A scores a point. Then the children in Team B step up with the drawings of the Team A artists. The winning team is the one which scores the greatest number of points.

Additional Material for Grade 2

1. Review the vocabulary and expressions taught in kindergarten and Grade 1.

il gatto
il cane
l'uccello
il pesce
la tartaruga
un animale
Tu hai . . . ? Io ho . . . Io non ho . . .
Tu ami
Come si chiama . . . ?
piccolo, grande, bello, buffo, grosso, feroce
Egli (esso) è . . . Ella (essa) è . . .
l'elefante
la scimmia
il leone
l'orso
il cavallo

2. The following vocabulary and expressions are introduced in Grade 2:

la gallina
la vacca
la pecora
il maiale
le uova
il latte
la lana
dà
aiuta
Tu hai ragione.

3. Review the expressions for animals taught in kindergarten and Grade 1 by means of questions such as these:

Tu hai un cane?
Tu ami il tuo animale?
Di che colore è il tuo uccello?
Esso è grande o piccolo?
Cos'è questo? (pointing to circus animals)
Il gatto è feroce?
L'elefante è piccolo?
Quale animale è buffo?

4. The teacher asks the children questions in English about a farm. The children review what a farm is, what animals are usually found on a farm, what the farmer does and where wool, milk and eggs come from. The teacher then turns to a picture of a farm and farm animals and elicits or gives the names of the animals in English.
5. The teacher points to the entire picture and says: "È una fattoria. Ripetete: Una fattoria." There are individual and choral repetitions of the various expressions in connection with the picture. The teacher then continues with: "In estate io vado alla fattoria di mio nonno." The repetition of the sentence is accomplished with small word groups: "Io vado alla fattoria. Io vado alla fattoria di mio nonno. In estate io vado alla fattoria." Finally the children say: "In estate io vado alla fattoria di mio nonno."
6. Once the children can repeat the above sentence, the teacher points to one farm animal at a time, drills the word for the animal first and then a sentence using the word. Examples:

   La vacca dà il latte. (*Dà* and *il latte* should be taught before the entire sentence is presented. A picture of a glass of milk will clarify *il latte.*)
   La pecora dà la lana. (A small ball of wool might be used to clarify *la lana.*)
   La gallina dà le uova. (Show a picture of eggs.)
   Il maiale dà la carne. (Show a picture of pork.)
   Il cavallo aiuta il fattore. (Teach *aiuta* and *fattore.*)
7. The farm vocabulary and the sentences pertaining to a farm as shown in item 6 are reviewed by means of a repetition drill before the following dialogue is taught:

   La Fattoria di Mio Nonno

   Michele: Dove vai in estate?
   Anna: Io vado alla spiaggia. E tu?
   Michele: Io vado alla fattoria di mio nonno.
   Anna: Tu ami la fattoria?
   Michele: Ma sicuro. Io amo soprattutto gli animali.
   Anna: Gli animali?
   Michele: Sì, gli animali. Gli animali sono molto importanti. La vacca dà il latte e la gallina dà le uova.
   Anna: Anche la pecora e il cavallo sono importanti?
   Michele: Sì, la pecora dà la lana e il cavallo aiuta il fattore.
   Anna: Gli animali sono formidabili!
   Michele: (Tu) hai ragione.
   Anna: Arrivederci, Michele. Buone vacanze.
   Michele: Buone vacanze, Anna.
8. **Song**
   La Vacca Ci Dà il Latte
   (To the tune of: *The Farmer in the Dell*)

   La vacca ci dà il latte,
   la pecora la lana.
   Il cavallo aiuta
   il fattor nei campi.
9. **Poem**
   La Pecorella Bianca

   Dimmi, pecorella bianca,
   hai la lana che mi manca?

   Sì, signore; sì, signore,
   la mia lana do con cuore.
   Prendi un sacco qui a destra
   per portarlo alla maestra;
   prendi un altro bel fardello
   per portarlo a tuo fratello.
   Ma il più bello che qui c'è,
   prendi e tienilo per te.
10. **Game**
    The children are asked to bring in (at the start of the unit) pictures of pets and circus and farm animals. The pictures are distributed to the children upside down. The children in the first row name the animal they are holding. If every child in a row gives the correct Italian name of the animal, each child in that row gets an animal cookie. After each row has recited and the winning rows have received and eaten their animal cookie, the children in the other less successful rows also get a cookie; the winning rows, however, get a second one.

Unit 16: The Snack

Objectives

- The children will learn Italian vocabulary and conversational patterns related to *The Snack*.
- The children will practice and reinforce good hygiene habits (washing and drying hands before eating).
- The children will practice and reinforce good nutritional habits, e.g., selecting nutritious foods for snacks.
- The children will practice social skills in Italian, e.g., saying "please" and "thank you."
- The children will learn to use idiomatic expressions with the verb *avere*, specifically *avere fame* and *avere sete.!*

Motivation

The teacher has a basket of fruit or artificial fruit representing the target vocabulary of *fruit* to be learned. The teacher also has empty juice cans, milk containers and other items served as class snacks. "Boys and girls, can you tell us the names of these food items in English?" After calling on students to identify foods in English the teacher says: "When we have our snacks, do we have candy and soda?" The discussion regarding selection of nutritious foods for snacks as well as for regular meals is elicited.

The teacher says: "We are going to hear a story about our friends Gino and Maria and the kinds of food they eat for their snacks in school."

Materials

1. Basket of artificial or real fruit.
2. Pictures of or actual food items used in classroom snacks.
3. Boy and girl puppet.

Procedures

1. The teacher begins the lesson with a warm-up of previously learned material, specifically days of the week (for a song to be learned), and colors (to describe fruits).
2. Using a basket of fruit, the teacher models the following vocabulary:

   Il Cestino Della Frutta

   una mela
   un'arancia
   una banana
   una pera
   una ciliegia
   una pesca
   l'uva (un grappolo d'uva)

   Optional

   una fragola
   un'albicocca
   un limone
   un ananasso
   un melone
   un pompelmo

   Choral and individual repetitions are used with the target vocabulary.
3. Fruits are combined with colors in a repetition drill:

   La mela è rossa.
   L'arancia è arancione.
   La ciliegia è rossa.
   La banana è gialla.
   L'uva è verde, gialla o nera.
   La pera è verde, gialla o bruna.

   The following completion sentences are also used for choral repetition:

   La mela è . . . . La banana è . . . , etc.

4. Social skills in saying *please* and *thank you* are reinforced.

   Using a basket of fruits the teacher says: "Dammi una banana, per piacere."

   A child selects a fruit and says: "Ecco una banana."

   The teacher says: "Grazie tante" (or simply "grazie").

   The child then asks another child: "Dammi un'arancia, per piacere."

   The second child selects a fruit and says: "Ecco un'arancia."

   The first child says: "Grazie tante."

   The drill is continued in round robin fashion.

5. The teacher explains in English the dialogue *Lo spuntino* (*The Snack*). "Boys and girls, Maria and Gino are in school. It is the afternoon, about 1:30. What activity do we have at that time? Gino and Maria also have their snack at that time. Let's hear what they have for their snack."

   Lo Spuntino

   Gino: Maria, (io) ho fame.
   Maria: Ed io ho sete.
   Gino: È pronto lo spuntino?
   Maria: Ma sì. Eccolo.
   Gino: E che c'è?
   Maria: Delle banane ed un succo di frutta.
   Gino: Mmmmmm . . . un buono spuntino e con buona salute!

   The dialogue is repeated line by line chorally.

Summary

The teacher asks the class: "Boys and girls, what kinds of foods do we eat for our snack? Why do we pick these foods for our snack? What did Gino and Maria have for their snack? What do you think of their snack?" The relationship between a nutritious snack and good health as emphasized in the last line of the dialogue is discussed.

Teacher: "Let's practice our story once more. Tomorrow we will hear what kind of snack Gino and Maria have on another day in school."

The dialogue is repeated chorally line by line.

Follow-Up

The following activities are used to expand and reinforce the core of the unit:

1. Dialogue variations: In the basic dialogue, the fruit and the juice are varied:

   Examples of juices:

   succo d'arancia
   succo di pomodoro
   succo d'uva
   succo di pera
   succo di pesca
   succo d'ananasso

   The children may select a partner to present a dialogue similar to the model and vary the fruit and the juices.

2. **Games**
   a. "Cos'è questo?" The teacher or a child selects fruit from a basket and asks "Cos'è questo?" The child called on must properly identify the fruit and respond: "È (correct name of fruit)." This may be played in round robin fashion or with two teams.
   b. Use a basket of fruit to describe the color of fruit. The teacher or children pose the question "Di che colore è . . . ?" The response is in a complete sentence: "La mela è rossa."

3. **Riddles** — *Indovinelli*:
   a. Che cos'è? È un frutto. È lungo. È giallo.
      Response: È una banana.
   b. Che cos'è? È un frutto. È rotondo. È rosso.
      Response: È una mela (una ciliegia).
   c. Che cos'è? È un frutto. È rotondo. È arancione.
      Response: È un'arancia.

4. Good hygiene habits:

The teacher discusses with class good hygiene habits, such as washing and drying hands before handling food. The rhymes below are presented as reinforcement:

Prima di Mangiare

Lavatevi le mani. (Gesture: Wash hands)
Asciugatele. (Gesture: Dry hands)
Siate puliti e ordinati prima di mangiare.

Before Eating

Wash your hands.
Dry them too.
Be clean and neat
Before you eat.

5. Integration with the art curriculum: Skills of Color Recognition and Coloring

See sample of drawings illustrating fruits and juices:

Questions:

Di che colore è un'arancia? (un pomodoro, una mela, etc.)

Di che colore è il succo d'arancia? (di pomodoro, di mela, etc.)

Instructions:

Colorate i frutti e i succhi di frutta.

6. Reinforcement with days of the week:

The teacher explains to the class that since they have learned the names of various fruits so well, they can now learn a certain song. In the song, the class will be the teacher's echo and repeat each line that the teacher says. In the chorus part, the class and the teacher sing together.

The days of the week in Italian are reviewed and it is explained that for each day of the week the children will sing the name of a fruit.

The relationship of good health and proper diet including fruit is discussed.

Additional Material for Grade 1

1. The material taught in kindergarten is reviewed.
2. The vocabulary is expanded to include the concept of *vegetables (i verdure). Un cesto di verdure* is used as motivation.

For Sound Recognition and Identification:

la verdura
la carota
il sedano
i broccoli
la lattuga
l'insalata
la patata
il pomodoro
il cetriolo
i piselli

Optional:

le cipolle
i peperoni
i fagiolini
gli spinaci
i funghi
il cavolo
il cavolfiore
i ravanelli

The repetition drill involves the objects in the basket of vegetables.

Colors are used in the drill:

Di che colore sono le carote?
Di che colore sono i broccoli?

The teacher discusses with the class the importance of vegetables, as well as of fruits for a healthy diet.

3. Idiomatic expressions with verb *avere,* specifically *avere fame* and *avere sete* are drilled.

The teacher taps the stomach and pretends to eat a vegetable (or a fruit):

Io ho fame. Io mangio una mela (una carota, una lattuga, un cetriolo, etc.).
Tu hai fame? Tu mangi una mela (una carota, una lattuga, un cetriolo, etc.).

The teacher taps the throat and pretends to drink juice (or coffee or milk, etc.).

Io ho sete. Io bevo un succo di frutta (un caffè, un pò di latte).
Tu hai sete? Tu bevi un succo di frutta (un caffè, un pò di latte, etc.).

Repetition drills with appropriate actions and question and answer drills are used:

Tu hai fame? Sì, io ho fame. Io mangio una mela (un cetriolo, etc.).
Tu hai sete? Sì, io ho sete. Io bevo un succo di frutta (un caffè, etc.)
È vero che hai fame? Sì, io ho fame. Io mangio una carota.
È vero che hai sete? Sì, io ho sete. Io bevo un pò di latte.

4. The teacher pretends to prepare or actually prepares a salad. If real vegetables are available, so much the better, since the children can taste the salad, after it has been prepared.

   Adesso io preparo un'insalata. Datemi una carota, un pomodoro, un cetriolo, etc.

   As the teacher is handed the vegetable called for, the class repeats its name in Italian. Teacher intersperses questions:

   Di che colore è il pomodoro, la carota, etc.?
   Cos'è questo? È un pomodoro, etc.

5. **Games**
   a. *Cos'è questo?* Call on children to identify vegetables in a basket.
   b. *Datemi* (name of vegetable), *per piacere*. Call on children to select the vegetable asked for.

6. A new dialogue to reinforce vocabulary and concepts regarding good nutrition is presented:

   Dopo la Scuola

   Gino: Maria, tu mangi dopo la scuola?
   Maria: Un poco. Io non ho molta fame.
   Gino: Allora tu mangi dei pasticcini e delle patatine fritte.
   Maria: Io no. Niente pasticcini e patatine fritte. Io mangio della frutta e della verdura.
   Gino: Ed io ho sete. Io bevo un pò di latte.
   Maria: Molto bene . . . la frutta, le verdure ed il latte. Un buono spuntino e con buona salute!

   After sufficient drill, children may act out the dialogue using props, when appropriate.

7. Social Skills Reinforcement:
   The teacher discusses with the class the importance of saying *please* and *thank you*. A rhyme is presented as reinforcement of social skills.

   Le Parole Magiche
   Come porta s'apre il cuore
   con la chiave dell'amore
   Le parole del potere
   sono "grazie" e "per piacere."

   The Magic Words
   Hearts, like doors, will open, and quickly,
   With two little keys used very simply.
   The magic words are so few:
   First say "please" and then "thank you."

   The above rhyme lends itself to being illustrated by the children.

8. Reinforce concept of selecting proper foods for a snack. See the sample of drawings illustrating snack foods. The teacher explains to the children that they are to circle those items which would be a healthy and nutritious snack. Identify items in Italian and allow for choral repetition of each. Then instruct the class: "Preparate un buono spuntino. Fate un cerchio intorno agli ingredienti che scegliete."

   Line 1: patatine fritte, un'arancia, dell'uva passa, un pò d'acqua minerale.
   Line 2: una banana, dei pasticcini, una gassosa.
   Line 3: una marmellata di fragole, delle noci, un pezzo di cioccolata.
   Line 4: delle carote, dell'uva passa, un pò di latte.

Additional Materials for Grade 2

1. The material taught in kindergarten and Grade 1 is reviewed.
2. The vocabulary is expanded to include the following:

il latte
la cioccolata
il caffè
la gassosa
l'acqua
il tè
il succo di pesca (di mela, di pera, etc.)

Choral repetition drills are used as each object is shown. This is followed by sentences. The children pretend they are drinking a beverage:

Io bevo un pò di latte.
Io bevo un succo di mela.
Io bevo un pò di cioccolata.
Io bevo un pò d'acqua.
Io bevo un caffè.
Io bevo un tè.

Proceed with sentences with family members:

Mio padre beve un caffè.
Mia madre beve un tè.
Mio fratello beve un succo di frutta.
Mia sorella beve una cioccolata.

Use response drills (first with affirmative responses):

Tu bevi il latte?
    Sì, io bevo il latte.
È vero che tu bevi un succo di frutta?
    Sì, io bevo un succo di frutta.
Tu bevi l'acqua, non è vero?
    Sì, io bevo l'acqua.

Present the negative response as an introduction to a new structure, the negative partitive:

Tu bevi il latte?
    No, io non bevo il latte.
Tu bevi l'acqua?
    No, io non bevo l'acqua.
Tu bevi un succo di frutta?
    No, io non bevo un succo di frutta.
Tu mangi i pasticcini?
    No, io non mangio i pasticcini.
Tu mangi i dolcetti?
    No, io non mangio i dolcetti.

Continue as above using fruits, vegetables and other food items in both affirmative and negative sentences to drill the partitive.

3. Extend the vocabulary to include the verbs *amare* and *preferire*:

Tu ami la frutta?
    Sì, io amo la frutta.
Tu ami i pasticcini?
    No, io non amo i pasticcini.
Tu ami il latte?
    Sì, io amo il latte.
È vero che tu ami il caffè?
    No, io non amo il caffè.
Che preferisci (tu), un caffè o un succo di frutta?
    Io preferisco un succo di frutta.
Che preferisci (tu), una mela o una cioccolata?
    Io preferisco una mela.

Drill the above first in repetition drills and then in response drills and round robin drills.

4. Drill the use of the interrogative expression *che*:

Che mangi (tu)? Io mangio un'arancia.
Che bevi (tu)? Io bevo una cioccolata.
Etc.

Che ami? Io amo una banana.
Che preferisci? Io preferisco la frutta.
Che mangi? Io mangio una carota.
Che bevi? Io bevo il latte.

Drill this in repetition response and round robin drills.

5. Reinforce the material taught through the presentation of the following dialogue:

Maria: Buongiorno, Gino. Oggi fa caldo.
Gino: Sì. Ed io ho sete.
Maria: Ed anche io. Io bevo un succo di pesca.
Gino: Oh, tu preferisci un succo di frutta? Io preferisco un pò di latte.
Maria: Anch'io amo il latte.
Gino: Tu ami l'acqua?
Maria: Certamente . . . l'acqua, il latte, e la buona salute!

After sufficient drill, students may practice the dialogue in pairs.

6. **Games**
   a. A grab bag (*Il sacco a sorpresa*) contains empty beverage containers. The children must respond to the question *Cos'è questo?*
   b. The child selects the beverage container and pretends to drink from it. The children must respond to the question *Che beve Roberto?* and *Che beve Maria?*

7. Reinforce the concept of nutritious foods:
See sample of illustration requiring children to connect dots. Explain the procedure to the children: "Unite i numeri. Cos'è questo?"

As the class does the exercise, Italian numbers are said in unison as the children draw lines from one number to the next: "Contate ad alta voce. Uno, due, tre, etc."

At the completion of the exercise, present the response: "È *la casa* della buona salute."

Identify objects in house as having good nutritional value:

Call on students to offer the names of the objects in Italian:

una mela
il latte
il formaggio
un dolce
una carota
l'uva passa
il pane
un'arancia

Children may wish to color in the drawing after the completion of the exercise.

8. Present the following song to reinforce the unit vocabulary and the nutrition concept:

Lo Spuntino (Tune: *The Farmer in the Dell*)

Mangiamo lo spuntino.
Mangiamo lo spuntino.
Tra, la, la, la, la, la,
Mangiamo lo spuntino.

La frutta e le verdure.
La frutta e le verdure.
Tra, la, la, la, la, la,
La frutta e le verdure.

Beviamo molto latte.
Beviamo molto latte.
Tra, la, la, la, la, la,
Beviamo molto latte.

Pensiamo alla salute.
Pensiamo alla salute.
Tra, la, la, la, la, la,
Pensiamo alla salute.

A Healthy Snack

We eat a healthy snack.
We eat a healthy snack.
Heigh-o, the derry-o,
We eat a healthy snack.

With fruits and vegetables.
With fruits and vegetables.
Heigh-o, the derry-o,
With fruits and vegetables.

We drink a lot of milk.
We drink a lot of milk.
Heigh-o, the derry-o,
We drink a lot of milk.

Forever in good health.
Forever in good health.
Heigh-o, the derry-o,
Forever in good health.

Unit 17: Foods

Objectives

The children will be able to

- answer questions regarding some of the foods they eat
- understand and respond to the questions *(Tu) hai fame?* (or *Hai fame tu?*) and *Tu hai buon appetito?* (or *Hai buon appetito tu?*)

Motivation

The teacher asks the children questions about their food likes and dislikes. This leads to questions such as: What do you have for breakfast? Do you know why your breakfast is so important? The teacher compares the typical Italian breakfast which sometimes includes *una pasta* to the American breakfast which has a greater variety of foods. This would also be the time to speak of the importance of *pasta* to the Italian people. The children are now shown a breakfast food chart which has been prepared before the lesson. (Cut-outs from magazines pasted on poster paper can be used.)

In calling the children's attention to the chart, tell them that they are going to learn the Italian name for some of the breakfast foods in this lesson, but that in other lessons they are going to speak about their lunch foods and dinner foods as well.

Materials

1. Charts of breakfast, lunch, and dinner foods. (3 charts)
2. Puppets.
3. Tape of the vocabulary, questions and answers used in the kindergarten unit for repetition drills.
4. If possible a few *paste* or an Italian bread for sampling.

Vocabulary and Expressions

un succo d'arancia
un uovo
un po' di patate fritte
un po' di pane
un'insalata
un pollo
un dolce
un po' di riso
un gelato
un panino

la colazione
il pranzo
la cena
(Tu) hai fame? — Hai fame tu?
(Tu) hai buon appetito?
Hai buon appetito tu?
Cosa prendi per colazione? etc.
Io prendo . . .

Procedure

1. The teacher says, "*Per colazione io prendo* (the teacher points to each food on the chart) *un succo d'arancia, un uovo, un po' di pane e un po' di latte.* I just said in Italian that for breakfast I have orange juice, an egg, bread and milk. Now listen again." Teacher repeats the sentence.
2. After the children have modeled and understood the meaning of *la colazione,* the other four breakfast foods are drilled by means of choral and individual repetitions. The foods are then pointed to in different order to assure the association of the food and its Italian equivalent.
3. Puppet asks the teacher: "Che prendi (tu) per colazione?" The teacher answers: "Io prendo un succo d'arancia, un uovo, un po' di pane e un po' di latte." The teacher asks the puppet the same question and after the puppet answers, it asks the question of the children. The children are given immediate help when needed.
4. The question *Che prendi (tu) per colazione?* is taught to the children by breaking it up into two small word groups, *Che prendi tu* and *per colazione?* Then the entire sentence is practiced chorally.

5. The teacher plays the tape for additional practice of the expressions:

   un succo d'arancia
   un uovo
   un po' di pane
   un po' di latte
   Io prendo un succo d'arancia
   Io prendo un uovo
   Io prendo un po' di pane
   Io prendo un po' di latte

Summary

A round-robin of *Che prendi (tu) per colazione?* with the answer *Io prendo un succo d'arancia,* etc., serves as a summary for the first lesson. The children become more proficient in answering the question in the follow-up lessons.

Follow-Up

1. Review the vocabulary pertaining to breakfast with the question *Che prendi (tu) per colazione?*
2. Show the children the chart of lunch foods *(un panino, un po' di patate fritte, un dolce e una frutta)* and point to each item as you repeat the Italian expression several times. The children model each utterance in chorus.
3. The teacher says: "Per colazione io prendo un panino, un po' di patate fritte, un dolce e una frutta." Now the puppet asks the teacher the question: "Che prendi (tu) per colazione?" and the teacher answers that question. Then the teacher elicits the meaning of *la colazione.*
4. When the teacher feels that the children can associate each lunch food with the correct Italian word, the statement *Per colazione io prendo un panino, un po' di patate fritte, un dolce ed una frutta* is drilled.
5. The children engage in a round robin exercise with *Che prendi (tu) per colazione?* This will not be a problem, since the children have already learned to ask essentially the same question.
6. The dinner vocabulary is taught the same way as was the lunch vocabulary. The new vocabulary includes the following: *un pollo, un po' di riso, un'insalata, un gelato.*
7. Before teaching the following dialogue, the teacher clarifies the expressions *(Io) ho fame, Che desideri (tu)?, (Io) desidero, (Tu) hai buon appetito?* and *(Io) ho buon appetito.*

   Silvia: Mamma, (io) ho fame.
   Mamma: Che desideri (tu) per colazione?
   Silvia: (Io) desidero un succo d'arancia, un po' di pane, un uovo e un po' di latte.
   Mamma: (Tu) hai buon appetito, mia cara.
   Silvia: Sì, mamma. Io ho un appetito molto buono.
   Mamma: Bene. Ecco la colazione.
   Silvia: Grazie, mamma.

8. **Song**

   Quando Ho Fame
   (To the tune of *Mary Had a Little Lamb*)

   Quando ho fame, io mangio assai
   mangio assai, mangio assai,
   Quando ho fame, io mangio assai
   perchè ho appetito.

   Mangio un pollo con patate
   con patate, con patate,
   Mangio un pollo con patate
   perchè ho appetito.

   Un gelato io prendo poi,
   prendo poi, prendo poi,
   Un gelato io prendo poi
   perchè ho appetito.

   Col gelato un pasticcin
   un pasticcin, un pasticcin,
   Col gelato un pasticcin
   non ho più appetito.

Additional Material for Grade 1

1. Review vocabulary and expressions taught in kindergarten:

   un succo d'arancia
   un uovo
   un po' di pane
   un po' di latte
   un panino
   un po' di patate fritte
   una frutta
   un pollo
   un po' di riso
   un'insalata
   un gelato
   la colazione
   il pranzo
   la cena
   (Tu) hai fame?
   (Io) ho fame.
   (Tu) hai buon appetito?
   (Io) ho buon appetito.

2. The following vocabulary and expressions are introduced in Grade 1:

   una pasta
   un po' di burro
   una torta
   una cioccolata
   l'acqua
   una frittata
   un po' di carote
   un po' di riso
   un po' di verdure
   un caffè
   un po' di carne
   Che mangi (tu)? (Io) mangio . . .
   (Tu) hai sete? (Io) ho sete.
   Che bevi (tu)? (Io) bevo . . .
   Che prende tua madre?
   Mia madre prende . . .

3. The vocabulary and expressions taught in kindergarten are reviewed by means of food charts and the questions *Che è?* and *Che prendi (tu) per colazione (per pranzo, per cena)?*
4. Review the song *Quando Ho Fame.*
5. The teacher shows the children the chart that includes the foods listed in item 2 and explains that for most Italian people lunch is the main meal, whereas for Americans it is dinner.
6. The teacher models the new breakfast items on the chart, namely *una pasta, una frittata, un caffè, una cioccolata.* Group and individual repetitions of the expressions follow.
7. The teacher asks the puppet: "Che prende tua madre per colazione?" The puppet answers: "Mia madre prende una frittata, una pasta e una cioccolata." Repetition drills of *Che prende tua madre?* and *Mia madre prende . . .* follow.
8. A round robin exercise of the new question and answer are used for reinforcement.
9. The teacher uses the procedures shown in items 6, 7 and 8 to teach the expressions pertaining to lunch and dinner foods.
10. The teacher presents the sentence *Quando (io) ho sete, (io) bevo l'acqua* and drinks a glass of water. Two other sentences are also presented, namely *Quando (io) ho sete, (io) bevo un po' di latte,* and *Quando (io) ho sete, (io) bevo un po' di cioccolata.* Each of these sentences is reinforced through repetition drills.
11. The teacher elicits answers to the question *Che bevi (tu) quando hai sete?* Prompting may be necessary at first. A round robin exercise is then used with the three items, *l'acqua, il latte,* and *la cioccolata.*
12. The question *Che mangi (tu) quando hai fame?* and the answer *Quando (io) ho fame (io) mangio un po' di pane (un dolce, un panino, una frutta, etc.).*
13. A tape drill of items 11 and 12 is used for reinforcement.
14. The following dialogues should be taught preferably with toy telephones:
    a. Pronto, Paolo.
       Pronto, Pietro. Che fai?
       Mangio la colazione.
       Che mangi?
       Una frittata e una pasta.
       Buon appetito. Arrivederci.
    b. Pronto, Lucia.
       Pronto, Laura. Che fai?
       Mangio la colazione.
       Che mangi?
       Un po' di carne, un po' di patate fritte e un'insalata.
       Arrivederci e buon appetito.

c. Pronto, Giorgio.
Pronto, Enrico.
Che fai?
(Io) mangio il pranzo.
Che mangi?
Un po' di verdure, un po' di pesce con carote e un dolce.
Arrivederci a domani.

The children can be encouraged to make up their own telephone conversations and follow the pattern shown above.

15. **Song**

Cosa Fai?
(To the tune of *Frère Jacques*)

— Se hai sete, cosa fai?
Dillo a me, dillo a me! —
— Bevo un po' di acqua
o del tè. —

— Se hai fame, cosa fai?
Dillo a me, dillo a me! —
— Mangio una frittata
e del pan. —

Additional Material for Grade 2

1. The teacher reviews all food vocabulary and expressions taught in kindergarten and Grade 1 by using the food charts as well as appropriate questions to elicit the material.
2. The poems and songs of kindergarten and Grade 1 are reviewed for additional reinforcement.
3. The following vocabulary and expressions are introduced in Grade 2:

il brodo
il rosbif
i fagiolini
i piselli

lo metto . . .
la tovaglia
un piatto
un tovagliolo

a tavola
presto
ad ogni posto

il dessert
il formaggio
tutti
il pesce

un coltello
un cucchiaio
una forchetta
un bicchiere

4. The teacher asks the children if they ever help set the table at home. If that is the case, what is the first thing they put on the table? What else goes on the table before the family sits down to dinner? In front of the class there is a small table. On another table or chair near it there are a plate, napkin, knife, fork, spoon and glass. The teacher tells the children that he/she is going to set the table in Italian.
5. The teacher holds up the table cloth and says: "La tovaglia. Ripetete: la tovaglia." After several repetitions of the new word, the teacher puts the cloth on the table and says: "Io metto la tovaglia sulla tavola." The pupils repeat the utterance twice. As the teacher picks up each item to place on the table, and says the appropriate word, the pupils repeat the word and then the complete sentence, namely *Io metto un piatto sulla tavola. Io metto un tovagliolo ad ogni posto. Io metto un coltello e un cucchiaio a destra. Io metto una forchetta a sinistra. Io metto un bicchiere ad ogni posto.*
6. The teacher clears the table, holds up the items again and after several repetitions of each item asks the question: "Che è?" Now the children set the table describing each move they make, as, for instance, *Io metto la tovaglia sulla tavola.*
7. The following dialogue introduces a few additional food items. It serves as the culminating activity of the unit on food. The pupils hear it on tape several times, after the few new words have been clarified. The dialogue is repeated sentence by sentence by the class. Finally, the teacher assigns the four roles in the dialogue. Other children listen as the four children are coached with their lines. Another four take over, while the class listens. Each day another group of actors perform for the class until all the children know the dialogue and have had a chance to perform.

In un Ristorante

Papà: Un tavolo per la mia famiglia, per piacere.
Cameriere: Ecco un buon tavolo, signore. Ecco la lista delle vivande.
Papà: Grazie.
Cameriere: La signora desidera?
Mamma: (Guardando la lista delle vivande) Per me un po' di rosbìf, un po' di fagiolini e un'insalata.
Cameriere: E per il signore?
Papà: Io desidero un brodo, un po' di pesce, un po' di piselli e un'insalata.
Elena: Io desidero un pollo con patate fritte, un po' di pane e un bicchiere d'acqua, per piacere. Ho sete.
Cameriere: E per dessert?
Mamma: Per me un gelato al cioccolato e un caffè.
Papà: Per me un gelato al cioccolato e un tè.
Elena: Per me un gelato al cioccolato, una pasta e un po' di latte.
Papà: Un po' di formaggio per tutti.
Cameriere: Molto bene, signore.

144

Unit 18: Places and Transportation

Objectives

Children will be able to
- identify in Italian places of importance in their schools, e.g., the principal's office, the nurse's office, the library, the cafeteria, the auditorium and the gymnasium.
- explain in Italian why they go to these places.

Motivation

The teacher asks the children to try to recall their first day at school. A discussion of the first day will probably include a tour of the school. Once the tour is recalled (by the teacher, if necessary), the following question will be posed, "What was the reason for taking you around the school?" After a brief discussion of each of the places which are part of the tour, the teacher will ask the children if they would like to go on an "Italian" tour of the school.

Materials

Puppets
Tape of the lesson — vocabulary, questions and answers, dialogue, etc.
Floor plan prepared by teacher with help of children showing the places they will be able to identify in Italian
Picture of a school and a classroom

Vocabulary

(Several of the following words or phrases have been learned in previous units)

la scuola
l'aula
il refettorio
il salone
l'ufficio del direttore
l'ambulatorio
la palestra
Dove sei? (siete)
Io sono . . .

cattivo
lodato
perchè
quando
per leggere
per cantare
per fare gli esercizi
per giocare alla palla
a mezzogiorno

Procedure

1. The teacher points to the picture of a school and says, "Ecco la scuola. L'aula è nella scuola. Io sono nell'aula e voi siete nell'aula." Now teacher points to herself and says, "Io sono nell'aula." Teacher points to entire class and says, "Voi siete nell'aula." Several repetitions of the two sentences follow.
2. The teacher turns to the puppet and asks: "Dove sei tu?" and puppet answers: "Io sono nell'aula." The puppet asks individual pupils the same question and continues until most children have mastered the utterance.
3. Since the children have now heard *Dove siete voi?* when the entire class was addressed and *Dove sei tu?* when only one child was expected to answer the question, they are ready to receive a very simple explanation of the difference between the two forms of *you* in Italian.
4. If a simple floor plan of a floor in a school (showing only the rooms or places to be learned) can not be made by the teacher or contributed by an art teacher, simple line drawing may be used to enable children to associate the place and Italian word. For example, a long room with a basketball net, a person with a stethoscope, a person behind a large desk, a long counter with food would be enough to establish the association.

   The teacher points to each room and identifies it in Italian. Choral and individual repetitions follow. There is frequent review and re-entry in the drill.

Summary

Several children play "teacher." They stand near the floor plan or the room drawings, point to one place at a time and ask the question, "Che è?"

Follow-Up

1. Review the new vocabulary.
2. To prepare the children for the six questions and answers that follow, the following words or expressions should be clarified:

   perchè
   quando
   per cantare
   per guardare
   per fare gli esercizi
   per giocare alla palla
   cattivo
   saggio

3. It is suggested that no more than two questions and answers be drilled a day and reviewed the next day before new work is presented. The teacher may use either the *voi* or the *tu* form of the verb *andare* in the questions.

   Questions and Answers

   a. Perchè vai (tu) al refettorio?
      Perchè andate (voi) al refettorio?
         Io vado al refettorio per mangiare.
   b. Perchè vai (tu) al salone?
      Perchè andate (voi) . . . ?
         Io vado al salone per vedere un film. (per cantare)
   c. Perchè vai (tu) alla biblioteca?
      Perchè andate (voi) . . . ?
         Io vado alla biblioteca per leggere i libri.
   d. Perchè vai (tu) alla palestra?
      Perchè andate (voi) alla palestra?
         Io vado alla palestra per fare gli esercizi. (per giocare alla palla)
   e. Quando vai (tu) all'ambulatorio?
      Quando andate (voi) . . . ?
         Io vado all'ambulatorio quando sono malato.
   f. Quando vai (tu) all'ufficio del direttore?
         Io vado all'ufficio del direttore quando sono cattivo (lodato)

4. A tape repetition drill of the questions and answers may be done at the end of each lesson or after the children have learned the six questions and answers.
5. Round-robin of questions and answers.

   Dialogo
   Maestra: Che c'è, Pietro?
   Pietro: Dov'è l'ambulatorio, signora?
   Maestra: Perchè, Pietro?
   Pietro: Ho un mal di testa.
   Maestra: È mezzogiorno; forse hai fame.
   Pietro: È vero, signora.
   Maestra: A refettorio, ragazzi.

6. **Poem**

   Ditemi — Io Non So

   Ditemi — Dov'è l'ambulatorio?
   Dov'è il salone?
   Ditemi — Dov'è la palestra e il refettorio?
   E l'ufficio del direttore?
   Io non so — Dov'è l'ambulatorio.
   Dov'è il salone.
   Io non so — Dov'è la palestra e il refettorio.
   E l'ufficio del direttore.

   (Divide class in half. One group recites *Ditemi* and the other answers with *Io Non So.*)

Additional Material for Grade 1

1. Review the vocabulary and expressions taught in kindergarten:

   la scuola
   l'aula
   la biblioteca
   il refettorio
   il salone
   l'ufficio del direttore
   l'ambulatorio
   la palestra
   per cantare
   per giocare alla palla
   per fare gli esercizi
   per leggere
   voi siete
   voi andate
   cattivo
   lodato
   è mezzogiorno

2. New vocabulary and expressions:

   il cinema
   il supermercato
   l'ospedale
   l'ufficio postale
   il parco
   è vero che?
   Sì, è vero.
   vicino a
   lontano da
   a casa vostra
   a casa mia
   a casa tua
   dov'è?

3. Repetition drill of the following questions and answers:

   Questions and Answers

   a. Perchè vai al refettorio?
      Io vado al refettorio per mangiare.
   b. Perchè vai al cinema?
      Io vado al cinema per vedere un film.
   c. Perchè vai alla palestra?
      Io vado alla palestra per fare gli esercizi.
   d. Perchè vai al salone?
      Io vado al salone per cantare.
   e. Perchè vai alla biblioteca?
      Io vado alla biblioteca per leggere i libri.
   f. Quando vai all'ambulatorio?
      Io vado all'ambulatorio quando sono malato.
   g. Quando vai all'ufficio del direttore?
      Io vado all'ufficio del direttore quando sono cattivo (lodato).

4. The children engage in a completion exercise. They are given the beginning of a sentence and they add the ending. The puppet demonstrates with the teacher.

Puppet	*Teacher*
Io vado al refettorio	per mangiare
Io vado alla palestra	per fare gli esercizi
Io vado alla biblioteca	per leggere i libri
Io vado all'ambulatorio	quando sono malato

   Now children should be ready to play the completion game.

5. The teacher motivates the new work by telling the children that they are now going to learn the Italian names for the places that they visit in their neighborhood. The following questions are suggested as a preface of the unit:

   Do you have a supermarket in your neighborhood?
   Where do you go with your mother to buy stamps?
   What does your family buy in the supermarket?
   Is the library near your home?
   Are the movies far from your house?
   Is there a hospital in your neighborhood?

6. Show the children pictures of the places they are going to talk about in Italian. Identify them in English first. The teacher models one place at a time. This is followed by several group and individual repetitions. The *Che è?* question reinforces the new expression.

7. Follow the procedure shown in item 7 for each new word. However, after each new expression re-enter the previous ones.

8. Teach the difference between *vicino a* and *lontano da.*

   On a felt board (or bulletin board) put the picture of a house. Near it put the picture of a school and far from it a picture of another place, such as a supermarket.

   Teacher: Ecco la scuola ed ecco casa mia. La scuola è vicino a casa mia. Ripetete — VICINO A.
   Children: VICINO A.
   Teacher: Ripetete — VICINO A CASA MIA.

Children: VICINO A CASA MIA.
Teacher: Ripetete: La scuola è vicino a casa mia.
Children: La scuola è vicino a casa mia.
Teacher: Ecco il supermercato. Il supermercato è LONTANO DA CASA MIA. Ripetete — LONTANO DA, etc.

Continue the procedure as above and replace the pictures with others.

9. For additional drill of *vicino a* and *lontano da* the teacher may use a book or a pencil. Place it near a child and say: "Il libro è vicino a Gino." The sentence is repeated several times by the children and is followed by the question "Dov'è il libro?" The same drill is done placing objects *far from* a child.

10. Drill the following questions and answers:

Questions and Answers

È vero che la scuola è vicino a casa tua?
  Sì, la scuola è vicino a casa mia.
È vero che il cinema è vicino a casa tua?
  Sì, il cinema è vicino a casa mia.
È vero che l'ospedale è vicino a casa tua?
  Sì, l'ospedale è vicino a casa mia.
È vero che il parco è vicino a casa tua?
  Sì, il parco è vicino a casa mia.
È vero che il supermercato è vicino a casa tua?
  Sì, il supermercato è vicino a casa mia.
È vero che la biblioteca è vicino a casa tua?
  Sì, la biblioteca . . .
È vero che l'ufficio postale . . . ?
  Sì, l'ufficio postale . . .

Lontano da

È vero che la scuola è lontano da casa tua?
  Sì, la scuola è lontano da casa mia.

Continue as above

Vicino a? — No, lontano da

È vero che la scuola è vicino a casa tua?
  No, la scuola è lontano da casa mia.
È vero che il cinema è vicino a casa tua?
  No, il cinema è lontano da casa mia.

Continue as above using a negative response

11. Tape recorder practice of the above provides additional reinforcement. Round robin of questions and answers. The following question may also be introduced: "Dov'è il parco — lontano da casa tua o vicino a casa tua?"

12. **Dialogue**

— È vero che il cinema è vicino a casa tua?
— No, il cinema è lontano da casa mia.
— È vero che la biblioteca è vicino a casa tua?
— No, anche la biblioteca è lontano da casa mia.
— E il parco?
— Il parco è vicino a casa mia.
— Bene. Allora andiamo al parco.

13. **Poem**

A Casa Mia — A Casa Tua

A casa mia — A casa tua!
Voi e tu!
Vicino a — lontano da!
Non ci capisco più!

14. **Song**

Vicino a, Lontano da
(To the tune of *Jingle Bells*)

Vicino a, lontano da
casa mia e tua.
Regole e più regole
o che grande confusion.

Additional Material for Grade 2

1. In advance of these lessons children should be asked to bring in toy cars, planes, buses, boats, trains, bicycles, etc. The teacher may also use pictures of various means of transportation, as well as pictures of a museum, zoo, and a department store.
2. Review expressions, vocabulary, poems and songs taught in kindergarten and Grade 1.
3. New vocabulary and expressions:

i grandi magazzini
uno zoo
un museo
i quadri
le statue
una bambola
una bicicletta
a piedi

un battello—il battello
per comprare
io prendo
la metropolitana
un autobus—l'autobus
un'auto—l'auto
una nave—la nave
un aereo—l'aereo
viaggiare per aria . . . per terra

4. The teacher displays the pictures of a museum, zoo, and department store, and tells the children that they are going to learn the Italian names of three places that are not in their neighborhood. They have to travel to get there. The teacher asks questions such as the following:

What are these places?

Did you ever visit any of them?

How did you get there?

5. After several repetitions of each place, the teacher hands the pictures to three children. Each child is asked to name his/her place. The pictures are passed on to three other children, etc.
6. The following questions and answers are taught in a repetition drill (the puppet is used to teach one question and answer at a time):

Questions and Answers

Perchè vai al museo?
    Io vado al museo per vedere le statue. (i quadri)

Perchè vai allo zoo?
    Io vado allo zoo per vedere gli animali. (gli elefanti, etc.)

Perchè vai ai grandi magazzini?
    Io vado ai grandi magazzini per comprare una bambola. (una bicicletta, un vestito, i pantaloni, le scarpe, etc.)

7. The teacher reinforces each question and answer with a round-robin drill.
8. Teacher displays the pictures of (or toy models of) a train, bus, plane, auto, boat and a person walking. The transportation vocabulary is taught and drilled as the place vocabulary was in item 5.
9. Teacher shows children a map of Italy and speaks briefly of Italy. To travel to Italy one can either take a boat which takes about seven days or plane which takes about eight hours. The teacher puts a toy boat on the ocean and says: "Ecco il mare. Ripetete: il mare. La nave viaggia per mare. Ripetete: La nave viaggia per mare." The teacher now places a toy airplane in the air (on the map) and says: "L'aereo viaggia per aria. Ripetete: per aria. L'aereo viaggia per aria."
10. The above "culture capsule" is in effect motivation for the following questions and answers, the new vocabulary, the dialogue and the song of the unit.

Follow the procedures in items 6 and 7 to drill and teach these questions and answers. It is recommended that no more than three or four questions and answers be learned in one lesson.

Questions and Answers

Come vai (andate) a scuola?
    Io vado . . . a piedi.

Come vai (andate) al circo?
    Io prendo la metropolitana.

Come vai (andate) al cinema?
    Io prendo l'autobus.

Come vai ai grandi magazzini?
    Io prendo la metropolitana.
Come vai allo zoo?
    Io prendo l'autobus.
Come vai a Staten Island?
    Io prendo il battello.
Come vai in Italia?
    Io prendo l'aereo.
È vero che vai al museo in aereo?
    No, io prendo la metropolitana.
È vero che vai in Italia a piedi?
    No, io prendo l'aereo.
È vero che tu hai un'auto?
    Sì, io ho un'auto.
    No, io non ho un'auto.

11. Tape recorder drill of the above may precede the round-robin practice.

12. **Dialogue**

— Buongiorno, Carlo. Dove vai quest'estate?
— Io vado in Italia.
— Formidabile! Prendi la nave?
— Ma no! Io vado in aereo.
— Tu vai con la tua famiglia?
— Certamente!
— Buon viaggio, Carlo.
— Grazie tante.

Unit 19: Holidays

Preface

This unit has been designed to serve as a reference and resource for the teacher.

The holidays which are commonly celebrated in our culture are listed with appropriate vocabulary for greetings and suggested activities. Holidays which are part of Italian culture are listed with appropriate vocabulary as well as with comments regarding Italian customs relative to the occasion.

The teacher will use his/her discretion in determining the emphasis which is placed on each holiday.

Objectives

1. The children will develop an appreciation of cultural similarities and differences and thereby gain a multicultural orientation.
2. The children will practice social skills in Italian, e.g., learn appropriate greetings for particular holidays.
3. The children will learn concepts and skills of other content areas in an interdisciplinary way, e.g., through Social Studies — flags of other countries, historical dates, national heroes, etc.; through Language Arts — creating a greeting card; through Art — making appropriate decorations for an occasion; through Music — learning traditional and/or appropriate songs for various occasions.
4. The children will learn appropriate Italian vocabulary relating to holidays with specific emphasis on months and dates.

Motivation

The teacher explains to the class that during the school year they will celebrate holidays. The teacher elicits from the class examples in English of some popular holidays which are already familiar to them. "Boys and girls, as the school year goes on, we will learn about the holidays which are celebrated in Italy. We will learn which of them are the same as ours and which of them are different. We will also learn how Italian people celebrate some of their holidays. We will learn how the celebrations are the same and how they are different."

Materials

1. Classroom calendar in which each month has standard holidays indicated.
2. Room and/or bulletin board decorations which are changed from time to time to reflect upcoming holidays.

Procedures

1. Teach the names of the months, as needed, using the calendar as a prop:

   gennaio
   febbraio
   marzo
   aprile
   maggio
   giugno
   luglio
   agosto
   settembre
   ottobre
   novembre
   dicembre

2. Extend and reinforce the names of the months. Use the names of the months of each season:

   I mesi dell'inverno sono: dicembre, gennaio e febbraio. Etc.

3. Review the days of the week and drill the number of days in the months. Present the following poem:

   Trenta giorni ha novembre,
   con aprile, giugno e settembre.
   Di ventotto ce n'è uno;
   tutti gli altri ne han trentuno.

4. Teach the formation of the date, as needed, using the calendar as a prop:

   Qual' è la data di oggi? È oggi il (number of day) (month)?

Draw attention to the fact that in Italian the number of the day is said before the name of the month. Present this fact as a cultural difference.

Drill the expression of the first day of the month:

E il primo gennaio. È il primo maggio. Etc.

Defer the presentation of the Italian equivalent for the year in dates until the students' knowledge of basic numbers provides them with the skills required for this.

5. **Il Calendario**

Il primo gennaio — Capodanno — New Year's Day

L'anno nuovo — New Year
Felice anno nuovo (Buon anno) — Happy New Year
Il veglione di Capodanno — New Year's Eve party

Greetings:

"Felice e prospero Anno nuovo!"
"Io vi auguro un Buon Anno!"
"Ogni augurio!"
"I migliori auguri per voi e per i vostri cari."
"Buon Anno e Buona Salute!"

Activity: Children can prepare a greeting card using one of the above greetings:

Salutation: *Cara mamma (Caro papà) (Caro amico) (Cara amica),* etc.

Closing: *Tuo figlio, Tua figlia, Il tuo amico, La tua amica,* etc. . . . Child's name.

In Italy, New Year's Day is celebrated by the exchange of visits, gifts and cards. Il Veglione di Capodanno (the New Year's Eve party) is spent with relatives and friends whereas the Christmas Eve party (Il Cenone di Natale) is a family celebration. Another New Year's Eve custom is that, at the stroke of 12 midnight, people kiss under the mistletoe (il vischio), a symbol of good luck.

It is good to point out that the celebration of New Year's Day varies according to cultures, based on the calendar which is characteristic of a particular culture. Good examples are the observance of the Oriental New Year which is not celebrated until the end of January and the celebration of the Jewish New Year which may not occur until the end of September or the beginning of October. Both of these differences issue from the fact that different calendars are used by these cultures.

il 6 gennaio — Festa dell'Epifania — The Epiphany

This holiday is named for the three wise men who brought gifts to the infant, Jesus. Children place their stockings in front of the fireplace (il camino) before going to bed. In the morning, the children look for the gifts (i regali) that have been left there by *La Befana*.

il 15 gennaio — La nascita di Martin Luther King

Activity:

a. Discussion of the contributions of Dr. King to world society.
b. Singing *Happy Birthday* in Italian to Dr. King. Refer to Unit 20 *Celebrations* for the text of a birthday song.

il 12 febbraio — La nascita di Abraham Lincoln

Activity:

a. Discuss Lincoln's role in the abolition of slavery and its effect on the respect for and recognition of all peoples and all cultures.
b. Singing *Happy Birthday* in Italian to Lincoln. Refer to Unit 20 *Celebrations* for the text of a birthday song.

il 14 febbraio — San Valentino

This holiday is celebrated in Italy as *La festa degli innamorati*. Gifts and love-cards are given to loved ones.

Activity:

a. Prepare greeting cards for Valentine's Day:

Salutation: Mio caro (boy's name). Mia cara (girl's name).

Suggestions for text (select one or two lines):

T'abbraccio.
Ti voglio tanto bene.
Ti do tutto il mio cuore.
Ti adoro.
Tanti bacioni affettuosi.
Ti amo con tutto il cuore.

Closing: Il tuo amico (la tua amica). Il tuo amore.

b. Decorations and vocabulary:

Buona festa di San Valentino.
il cuore
la freccia
le caramelle
i colori — rosa e rosso
un vaso di fiori
le frecce di Cupido
una cartolina per San Valentino
dei fiori — una rosa

il 22 febbraio — La nascita di George Washington

Activity:

a. Discussion of the fact that Philip Mazzei wrote the phrase "all men are created equal" which was later incorporated into the Declaration of Independence. Mention also William Paca as one who signed the Declaration of Independence.

b. Singing of *Happy Birthday* in Italian to Washington. Refer to Unit 20 *Celebrations* for text of a birthday song.

febbraio/marzo — Carnevale

The Carnival, held in anticipation of Lent, may last from three days to two weeks and is characterized by colorful, costumed parades, feasting and revelry.

Martedì grasso

Literally *Fat Tuesday, Martedì grasso* is the last day of the Carnival preceding Lent. There are parades and floats in the streets, unrestrained eating and drinking at costumed dances and parties. One of the most famous Carnival and *Martedì grasso* celebrations takes place in Viareggio and in Venice.

Mercoledì delle Ceneri

Ash Wednesday — first day of Lent

La Quaresima

Lent — period of fasting preceding the celebration of Holy Week

marzo/aprile — Pasqua (Easter)

Children in Italy, like those in the United States, hunt for Easter eggs. Chocolate eggs, fish, and chickens are sold in confectionery shops. Greeting cards are exchanged which say *Buona Pasqua.*

Activity:

Prepare decorations and/or greeting cards with the following suggested vocabulary:

Buona Pasqua
Felice Pasqua
Buona e Santa Pasqua
le uova di pasqua
il paniere di pasqua
il pulcino

il 17 marzo — La festa di San Patrizio

This holiday is not celebrated in Italy to the extent it is in our country.

Activity:

Prepare decorations and greeting cards with the following suggested vocabulary:

il trifoglio — the shamrock
il trifoglio a quattro foglie — four leaf clover
un portafortuna — a good luck charm
il colore del giorno è verde — the color of the day is green

il bastoncino irlandese — shillelagh
L'Irlanda per sempre — Ireland forever
il folletto — leprechaun
Buona Festa di San Patrizio — Happy St. Patrick's Day

il primo aprile — il pesce d'aprile — April Fool's Day

In Italy, as in the United States, this is a day for practical jokes. Children may try to sneak up behind a classmate and fasten a *pesce d'aprile* (paper fish) to the person's back. Candy fish made of chocolate are given as presents. Postcards, often unsigned, sent at this time, have pictures of fish.

April Fool's Day originated when King Charles IX changed the calendar and moved the first day of the year from April to January. The name *pesce* comes from the zodiac sign for fish *Pisces.* At this time of the year the sun is just to the left of the zodiacal sign of the Fish.

The expression *to make an April fool of someone* is translated into Italian by *fare un pesce d'aprile a . . .*

INSERT SHEET FOR APRIL FOOL'S DAY

il primo maggio — Festa del Lavoro (Labor Day)

May 1st is the Italian equivalent of Labor Day. It is a legal holiday and is celebrated by parades organized by workers and labor unions.

maggio — La festa della mamma (Mother's Day)

This has been introduced recently in Italy. Children give gifts and cards to their mothers, as we do in the United States.

Activity:

Prepare decorated greeting cards with the following suggested vocabulary:

Salutation: Cara mamma

Text (select one or two lines):

Grazie per il bene che mi vuoi.
Io ti voglio tanto bene.
Io ti auguro una bella festa della mamma.
Ti abbraccio fortemente.
Tanti bacioni.

Closing: Tuo figlio — Tua figlia (child's name)

L'ultimo lunedi di maggio — Il giorno dei Morti (Memorial Day in the United States)

In Italy, Il giorno dei Morti (Memorial Day) is not celebrated until November 2nd.

il 2 giugno — Festa della Repubblica — Anniversary of the Republic.

It was established as a national holiday in 1946, when Italy became a republic.

giugno — La Festa del papà (Father's Day)

This holiday is observed in Italy on March 19 (St. Joseph's Day).

Activity:

Prepare a decorated greeting card with suggested vocabulary:

Salutation: Caro papà

Text (select one or two lines):

Buona Festa del Papà
Felice Festa del Papà
Io ti voglio tanto bene.
Io ti amo molto.
Un bacione da tuo figlio (tua figlia).
Ti abbraccio fortemente.

Closing: Tuo figlio (tua figlia) con l'affetto di sempre. (Child's name)

4 luglio — La Festa della Indipendenza (U.S. Independence Day)

settembre — La Festa del Lavoro (Labor Day in the United States)

This holiday is celebrated in Italy on May 1st.

settembre/ottobre — Rosh Hashanah (Jewish New Year)

Refer to January 1st for the suggested text of New Year's cards and the explanation of cultural differences in the celebration of the New Year.

il 12 ottobre — La Festa della Scoperta dell'America

Columbus Day is not celebrated in Italy.

Activities:

a. Discuss with the children the contributions of the explorers of other nations, particularly those of Italy, such as Marco Polo, Amerigo Vespucci, Antonio Pigafetta, Giovanni da Verrazzano.

b. Prepare classroom decorations using the following suggested vocabulary:

Cristoforo Colombo
il mondo — il globo
le tre caravelle — Niña, Pinta, Santa Maria
gli Indiani
la Spagna — la regina Isabella, il re Ferdinando
Il Nuovo Mondo — Le Indie Occidentali
l'America

Il 31 ottobre — La Vigilia di Tutti i Santi (Halloween)

The evening before All Saints' Day is not celebrated in Italy. Costumed events are reserved for carnival time in Italy. However, since this celebration has broad appeal in our country, the following activities are suggested:

Activities:

a. Prepare classroom decorations and individual student collages using the following suggested vocabulary:

La Vigilia di Tutti i Santi
la zucca
una lanterna — una candela
il gatto nero
il fantasma — lo scheletro
i colori del giorno — nero e arancione
la strega: La strega porta una lunga veste nera ed un cappello nero appuntito. Ella ha una scopa.

b. In addition to all of the usual precautions discussed with the children regarding safety during *Trick or Treat* excursions, the teacher may wish to discuss with the class the function of UNICEF (United Nations International Children's Emergency Fund). It may be pointed out that many children prefer not to accept candy as *treats*. They ask for contributions of coins which are then sent to UNICEF to help children all over the world.

il primo novembre — Tutti i Santi (All Saints' Day)

il 2 novembre — Il giorno dei Morti (Italian equivalent of Memorial Day)

The above days are part of a two-day remembrance of the dead in Italy. All Saints' Day is commemorated to include all the saints not in the liturgical calendar. On November 2nd, Il giorno dei Morti, people go to decorate the graves of their loved ones with flowers. Honor is also paid to the memory of the war dead with municipal and military ceremonies.

il 4 novembre — L'Anniversario della Vittoria

Armistice Day (now referred to as Veterans' Day) is celebrated in Italy as in the United States by official ceremonies and military parades. In both countries the monuments and graves of the war dead are decorated with wreaths and flowers. In Rome the torch that burns on the tomb of the unknown soldier *(la tomba del milite ignoto)* is rekindled with great ceremony.

novembre — La Festa del Ringraziamento (Thanksgiving Day)

Activities:

a. Discuss with the class that recently this holiday is also celebrated in Italy on the third Sunday of November. It is a general thanksgiving for the harvest.

The teacher may wish to point out to the children that other cultures celebrate the harvest season as a time for thanksgiving. Reference may be made to African tribes, American Indian tribes, the Jewish festival of Sukkot, as well as the Canadian celebration.

b. Prepare classroom decorations and/or greeting cards using the following suggested vocabulary:

Buona Festa del Ringraziamento
il pellegrino — I Pellegrini
l'arrivo dei Pellegrini
l'indiano — gl'Indiani
l'arco e la freccia — le piume
il raccolto — il granone — la zucca
il tacchino — una festa
il colori del giorno: bruno ed arancione
le parole del giorno: "Grazie tante"

c. Present a song for Thanksgiving Day:

Festa del Ringraziamento
(To the tune of *Frère Jacques*)

Festa del ringrazamiento,
Che fai tu? Che fai tu?
Mangio il tacchino, mangio il tacchino
Com'è buon. Com'è buon.

dicembre — Chanukkah — Hanukkah (Festival of Lights)

This eight-day festival is celebrated by Jews in Italy as it is by Jews throughout the world. Hebrew or Yiddish words may be used for this holiday as follows:

La Festa delle Luci — Festival of Lights
Felice Hanukkah — Joyous Hanukkah, Happy Hanukkah
il candelabro dalle sette braccia — menorah
una candela — a candle
la trottola — dreidl (dreidel) — four-sided top

Activities:

a. Decorations and greeting cards may be made using the above vocabulary.

b. Present a song for Chanukkah.

Otto Luci d'Or
(To the tune of *Jingle Bells*)

Hanukkah, Hanukkah,
otto luci d'or
brillano, scintillano
nella notte di splendor.

Hanukkah, Hanukkah
otto luci d'or
libertà, prosperità
e vittoria ci daran.

il 25 dicembre — Natale (Christmas)

Christmas is a holiday of great festivity in Italy, as it is in our country. On Christmas Eve families may attend the midnight mass *(Messa di mezzanotte)* in church. Following the services, a special family feast *(il cenone di Natale)* is served at home. This meal may feature a goose or a turkey with all the trimmings.

A Christmas tree may be displayed in the home. More commonly, however, *un presepe* (nativity scene) is used as a decoration. Gifts and greeting cards are exchanged among adults.

Activities:

a. Prepare decorations and greeting cards with the following suggested vocabulary:

Babbo Natale
la slitta
le renne
l'albero di Natale
la stella — le campane
i colori del giorno — rosso e verde
l'omino di neve
il sacco di Babbo Natale
i regali di Natale
Buon Natale
la cartolina di Natale
I migliori auguri

b. Present a song which may be sung as a round:

Pace e Amor (To the tune of *Frère Jacques*)

Buon Natale, Buon Natale,
Dico a te, dico a te,
Prospero Anno Nuovo, Prospero Anno Nuovo:
Pace e Amor, Pace e Amor.

c. Present Italian version of *Jingle Bells:*

Jingle bells, jingle bells
con la slitta andrà
per il mondo ad annunciar
ch'è la notte di Natale.

Jingle bells, jingle bells
lui si fermerà
da tutti i bimbi buoni
e i suoi doni lascerà.

d. Present the traditional songs *Tu Scendi Dalle Stelle* and *Santo Natale* (see attached music sheets).

e. **Poem**

Natale

Ninna nanna, ninna nanna
nella povera capanna
dorme un bimbo appena nato.
Lo riscaldano col fiato
un bel bue e un asinello;
bimbo mio come sei bello.
San Giuseppe con Maria
e i pastori in compagnia
così vegliano il bambino:
mani giunte e capo chino.
Quando il bimbo finalmente
apre gli occhi, sorridente,
benedice con la mano.
chi è vicino e chi è lontano.

Summary

Since this unit will serve as a reference and resource for the teacher, the summary may be given at various points in the year or at the end of the school year.

The following questions will help to elicit discussion in the class as a means of ascertaining comprehension and acquisition of concepts, facts and skills:

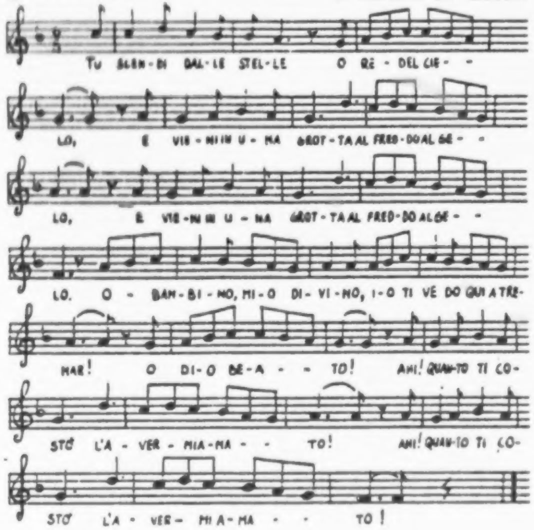
1. What holidays have we spoken about this year?
2. Which holidays are celebrated in our country and not in Italy? Why?
3. Which holidays are celebrated in Italy and not in our country? Why?
4. Which holidays are celebrated in our country and in Italy? Why?
5. In what ways are the holidays which we share celebrated in the same or different ways?
6. For what reasons are holidays different in different countries? (historical reasons, different national heroes, religious differences, seasons such as spring and fall, harvests, social events such as Labor Day, different calendars, etc.)

Follow-up discussion for each holiday may include singing of songs for the particular holiday, review of appropriate greetings for the holiday as well as a review of the facts and concepts relating to the occasion.

TU SCENDI DALLE STELLE

(pastorale)

S. Alfonso de' Liguori

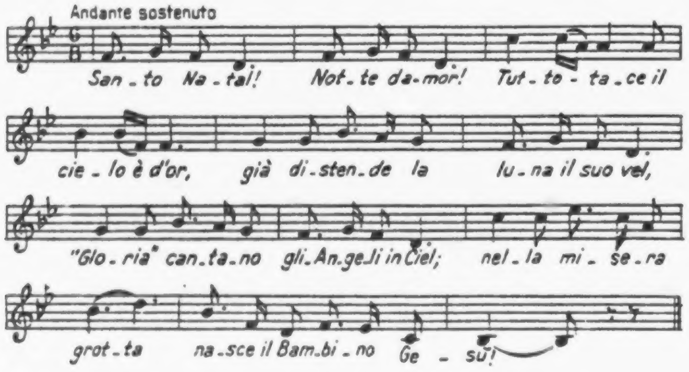

TU SCEN-DI DAL-LE STEL-LE O RE - DEL CIE - -
LO, E VIE-NI IN U-NA GROT-TA AL FRED-DO AL GE - -
LO, E VIE-NI IN U-NA GROT-TA AL FRED-DO AL GE - -
LO. O - BAM-BI-NO, MI-O DI-VI-NO, I-O TI VE-DO QUI A TRE-
MAR! O DI-O BE-A - - TO! AHI! QUAN-TO TI CO-
STÒ L'A-VER-MI-A-MA - - TO! AHI! QUAN-TO TI CO-
STÒ L'A-VER-MI-A-MA - - TO!

Tu scendi dalle stelle, o Re del Cielo,
e vieni in una grotta al freddo, al gelo,
e vieni in una grotta al freddo, al gelo.
O Bambino, mio Divino,
io Ti vedo qui a tremar!
O Dio beato!
Ahi! quanto ti costò l'avermi amato!
Ahi! quanto ti costò l'avermi amato!

S. de Liguori

SANTO NATALE!

(Antica canzone pastorale – Musica di F. Gruber)


Andante sostenuto
San - to Na - tal! Not - te d'a - mor! Tut - to - ta - ce il
cie - lo è d'or, già di - sten - de la lu - na il suo vel,
"Glo - ria" can - ta - no gli An - ge - li in Ciel; nel - la mi - se - ra
grot - ta na - sce il Bam - bi - no Ge - sù!

Santo Natal! Notte d'amor!
Tutto tace il cielo è d'or,
già distende la luna il suo vel,
« Gloria » cantano gli Angeli in Ciel;
nella misera grotta
nasce il Bambino Gesù!

Santo Natal! Notte d'amor!
Una bianca stella appar,
al richiamo Re Magi e pastor,
sono accorsi a pregare il Signor;
con la Vergine madre
dorme il Fanciullo Divin.

Unit 20: Other Celebrations

Theme

. . . and a Good Time was had by All!

Preface

This final unit is also intended to serve as a reference and resource for the teacher. The teacher's discretion will determine the appropriateness and the feasibility of implementing the activities at various points during the year.

Goals

Given the two-part format of this unit, *A Birthday Party* and *A Performance*, specific objectives for each celebration will be stated in the description of the activity.

The unit goals are in the domain of affective learning and may be stated as follows:

1. The children will have an opportunity to take pride in their acquisition of communication skills in Italian.
2. The children will have an opportunity to discover that their knowledge of Italian language and culture can provide enjoyment both for themselves and others.

I — A Birthday Party

Objectives

1. The children will learn Italian vocabulary and conversational patterns related to the celebration of birthdays.
2. The children will learn the cultural similarities and differences between the celebration of birthdays in Italy and in the United States.
3. The children will learn how to congratulate or cheer a person in Italian.
4. The children will practice social skills involved in a party situation, e.g., behaving courteously, taking turns, respecting other individuals' preferences and offering congratulations.

Motivation

The teacher takes a moment at the beginning of the school year to advise the class: "Boys and girls, during this school year some of you will celebrate your birthdays. Raise your hand if you can tell the class the date of your birthday. (Call on students.) A birthday is a special day. We will learn how Italian children celebrate their birthdays. We will be able to use our Italian songs to help celebrate our classmates' special day."

Materials

1. Birthday Chart of the Month indicating the names of children celebrating their birthdays in the particular month. A special day in June may be indicated for those children who celebrate birthdays in July and August and other times when school was not in session for appropriate recognition.
2. Party supplies.

Procedures

1. Basic skills are reviewed as needed:
   a. Days of the Week — Unit 6; Months and Date — Unit 19
   b. Foods — Unit 17; Snacks — Unit 16; Table Setting — Unit 17
   c. Numbers and age — Unit 10
2. The Italian custom regarding the celebration of an actual birthday when gifts or flowers are given and birthday cards

may be sent is discussed. Point out similarity to our custom in this situation. In Italian this day is referred to as *il compleanno.*

It has also been a custom in Italy to celebrate a person's Saint's Day by offering congratulations, greeting cards and gifts. The day celebrated is the one in the liturgical calendar which is named for the Saint after whom the child was named. In Italian this day is referred to as *l'onomastico* (or *la festa*) to distinguish it from the actual birthday.

3. Prepare appropriate decorations, greeting cards, labels and signs using the following unit vocabulary:

il compleanno
l'onomastico (la festa)
la torta
le candeline
le bibite
il succo di frutta
il latte
i palloncini
i giocattoli
il regalo
il gelato
il gelato al cioccolato
il gelato alla fragola
il gelato alla vainiglia
i confetti
i pasticcini
i coriandoli
la trombetta
le paste
le caramelle
il biglietino (la cartolina) d'auguri:
Buon Compleanno! Buon Onomastico! Felice Compleanno! Felice Onomastico!

4. Questions for drill and reinforcement:

Quanti anni hai (tu)?
Quanti anni ha (child's name)?
Quanti anni ha egli (ella)?
Quanti anni ha lui (lei)?
Che giorno è oggi?
Qual è la data di oggi?
Cos'è questo?
È un palloncino (una torta, una candelina, etc.).
Di che colore è il palloncino (la torta, la candelina, etc.)?
Quanti(-e) palloncini (candeline, cartoline, regali, etc.) ci sono?
Che c'è da mangiare (bere)?
Quando è il tuo compleanno (onomastico)?
Di chi è il compleanno (l'onomastico) oggi?

5. The Italian equivalent of a cheer or a round of applause for congratulation or approbation is called *un applauso.* At sporting events, theatrical performances and club meetings a leader may rise and say:

"Io propongo un applauso per . . . (name of person to be honored)."
or "Un (bell') applauso . . . (name of person)."
or "Battiamo (tutti) le mani per . . . (name of person)."

This is equivalent to "Let's have a hand (cheer) for . . ." or "Three cheers for . . ."

A birthday party, as well as other occasions in the classroom such as winning a game, offering a good answer or demonstrating very good behavior would be an excellent opportunity to present this cultural note. Listed below are two simple *applausi* (cheers) which may be used as needed:

a. Everyone claps hands in unison saying:

Uno — due — tre
Uno — due — tre
Uno — due — tre — quattro — cinque
Uno — due — tre
Viva (name of the person honored)!

b. Establish gestures and movements to agree with words:

Avanti la destra	(right arm extended)
Avanti la sinistra	(left arm extended)
In piedi	(stand up)
Seduti	(sit down)
Viva	(name of person)
Sì, Sì, Sì	(clap hands three times).

6. The following song may be used as part of the birthday celebration.

Tanti Auguri a Te

II — A Performance

Objectives

1. The children will have an opportunity to synthesize the skills and activities developed in Italian and thereby gain a new perspective of their learning experience.
2. The children will reinforce previously learned material in Italian by utilizing them in new situations.
3. The children will share with others the skills, activities and attitudes gained from their learning experiences in Italian.

Motivation

At an appropriate time, in advance of a planned performance, the teacher will advise the class: "Boys and girls, you have accomplished so much in Italian. We want to share what we have learned with other people. By doing this, we will teach them some of the things you have learned. We will invite people to a performance of our Italian activities. How shall we plan for this performance?" Elicit from the class suggestions regarding invitations, format of performance, refreshments, and other components of the project.

Materials

The scope of the performance will determine the actual materials required. Some of the basics are:

1. Format
2. Invitations
3. Decorations
4. Reffreshments

Procedures

1. Select from the following options:
   a. Open School Week — Parent Observation Days
   b. Assembly Program
   c. Foreign Language Week in March
   d. End of Year Culminating Experience
2. Type of performance selected should conform to occasion and location:
   a. Classroom demonstration of an Italian lesson
   b. Classroom performance of selected activities from Italian lessons
   c. Auditorium performance of selected activities from Italian lessons
3. Invitations — The extent of the guest list will be determined by the space available for the performance. Parents, staff members, other classes and members of the parents' association are to be considered when deciding on the invitations to be extended.

   The text of the invitation may be prepared by the teacher on a rexograph stencil. The children should participate in the decoration of the invitation or covers for the invitations. The following text is offered only as a model and should be adjusted for individual situations or preferences:

   "Our Italian class cordially invites you to attend a program in Italian on ________, ________, 19_____, in Room _______ from ________ to ________. Since our Italian lesson is only twenty minutes long, we ask that you please arrive and leave promptly."

   "We hope that you will be able to attend our program. Thank you."
4. Format — Once again, the type of performance planned will determine the nature of the format. The choice of formats includes an actual lesson plan, an outline of activities to be presented or a more formal script.

   Some important considerations in establishing the format are:

a. Variety of activities — songs, dances, skits, dialogues with puppets, games and poems

b. Theme — This coordinates the activities presented. Some suggestions are:

"Una lezione d'italiano" — for demonstration lesson

"Questo sono io!" — autobiographical content including skills with names, age, health family members and pets

"Buon compleanno (onomastico)" — skills and concepts from Holiday Unit No. 19

"Buon appetito" — skills and activities from Unit 16—Snacks, Unit 17—Foods

"Che tempo fa?" — skills relating to weather, clothing and colors

c. Maximum participation of students — This can be achieved by planning a good combination of group activities as well as solo performances. The preparation of decorations for the classroom or scenery for the auditorium stage is another means of maximizing student participation.

d. Formalization of the performance — This can be achieved by planning an introduction and a conclusion. The following songs are offered as modest examples.

5. Refreshments — Parental participation and cooperation, appropriateness to the performance, availability of space and resources will determine the type of refreshments which may be offered.

The children are pleased with even the most modest of "treats" such as candy, soda or juice and cookies after the performance. The extent of the after-performance refreshments may include a variety of Italian desserts or a bona fide food fair featuring Italian foods and desserts.

The "refreshments" are in effect an opportunity to acknowledge and commend the children for their demonstrated accomplishments in learning Italian!

Unit Summary

The following activities should be adjusted to conform to the *Birthday Party* or *Performance*, as the case may be:

1. *Evaluation of Affective Experience:* Teacher asks children to share their thoughts and feelings with the class in response to questions:

What part of the (party) (performance) made you feel happy? Why?

What part of the (party) (performance) made you feel sad? Why?

What did you like most about the (party) (performance)? Why?

What did you like least about the (party) (performance)? Why?

If we were to have this (party) (performance) again, what would you

. . . add to it? Why?

. . . take away from it? Why?

. . . keep the same? Why?

2. *Social Skills Experience:* Sending a "Thank you" note may be done by the class either on an individual basis or as a group effort. Suggestions for class discussion in planning this activity follow. The teacher says:

"Many people helped us with our performance. Can you name some of them? One way to thank them is to send them a 'thank you' note. What should we say in this note? Some of you may want to draw a picture to express your thanks. What kind of a picture will you draw? We want to be sure that the person knows that we appreciate their help. In English we say 'thank you.' Raise your hand if you can tell the class how we say that in Italian. (Pause for response.) That's right. In Italian we say *Grazie tante.* I will write those words on the board so that you may use them in your 'thank you' note."

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